

# **L2 acquisition and digital media world: the importance of modern media tools in ELT**

**Yolanda Xavier**

**MA Dissertation in English Language Teaching**

**February, 2021**

Dissertation submitted to fulfil the necessary requirements to obtain a Master's Degree in English Language Teaching, under the scientific supervision of Prof. Dra. Margarida Pereira Martins.

*For my beloved mother Nataliya and my brother Augusto*

*Для моєї дорогої мамі Наталії та брата Аугушту*

## **Acknowledgments**

I would like to say a big “Thank you!” to my scientific supervisor Margarida who helped and guided me throughout this journey. A special thank you to my mom who always believed in me and my dearest brother.

**L2 acquisition and digital media world: the importance of modern  
media tools in ELT**

**O mundo da média digital e a aquisição da segunda língua  
estrangeira: a importância das ferramentas digitais modernas no  
ensino do Inglês**

**Вивчення другої іноземної мови та сучасний світ цифрових  
технологій: важливість медіа інструментів у викладанні  
англійської мови**

**Yolanda Xavier**

## **Abstract**

The fast development of digital media technology and tools, we are presently witnessing, opens horizons to a more effective and efficient language teaching and learning. Research has shown that the integration of digital technology and tools can positively impact the educational process of English teaching and learning. In light of this, the aim of the present study is to analyse the digital media tools that are available locally and internationally, as well as determine their importance for ELT and L2 acquisition. The current study asks the following questions: How can media tools contribute to a more efficient ELT? Which tools could be used to facilitate second language learning in class? Do media tools facilitate the acquisition of the four main language skills: reading, writing, speaking and listening? Are English language teachers open-minded about new innovations and are they willing to change their daily routine to adapt to the new changes?

The primary methodology is based on data from studies done in Turkey, Scotland, China, Indonesia and Saudi Arabia. The present study revealed that the majority of the countries and educational systems are in favour of using digital tools as a complement to ELT as it helps to improve student engagement and motivation. On this basis, the importance of digital tools in ELT and L2 acquisition leads to a set of recommended apps and websites that could be easily used by teachers and students inside and outside the classroom.

**Key words:** digital media tools, ELT, L2 acquisition, language learning.

## Resumo

O rápido desenvolvimento da tecnologia e ferramentas digitais, que estamos a testemunhar atualmente, abre horizontes a um ensino e aprendizagem de linguagem mais eficazes e eficientes. A investigação demonstrou que a integração da tecnologia digital e das ferramentas pode ter um impacto positivo no processo educativo do ensino e aprendizagem do Inglês. Neste caso, o objetivo deste estudo é analisar as ferramentas digitais de media disponíveis local e internacionalmente, bem como determinar a sua importância para a aquisição de uma segunda língua e do ensino do Inglês. O estudo atual coloca as seguintes questões: Como podem as ferramentas digitais contribuir para um ensino do Inglês mais eficiente? Que ferramentas poderiam ser usadas para facilitar a aprendizagem de uma segunda língua nas aulas? As ferramentas digitais facilitam a aquisição das quatro principais competências linguísticas: ler, escrever, falar e ouvir? Os professores de língua inglesa estão abertos a novas inovações e estão dispostos a mudar a sua rotina diária para se adaptarem às novas mudanças?

A metodologia primária baseia-se em estudos secundários e dados da Turquia, Escócia, China, Indonésia e Arábia Saudita. O estudo revelou que a maioria dos países e sistemas educativos são a favor da utilização de ferramentas digitais como complemento ao ensino do Inglês, uma vez que ajuda a melhorar o envolvimento e motivação dos estudantes. Nesta base, a importância das ferramentas digitais no ensino e na aquisição da segunda língua estrangeira leva a um conjunto de aplicações e websites recomendados, que poderiam ser facilmente utilizados pelos professores e alunos dentro e fora da sala de aula.

**Palavras-chave:** ferramentas digitais, ensino do Inglês, aquisição de uma segunda língua estrangeira, aprendizagem de língua.

## Абстракт

Швидкий розвиток цифрових медійних технологій та інструментів, який ми зараз спостерігаємо, відкриває горизонти для більш ціленаправленого та ефективного викладання та вивчення мови. Дослідження показали, що інтеграція цифрових інструментів може позитивно вплинути на навчальний процес викладання і вивчення англійської мови. У світлі цього, метою цього дослідження є аналіз цифрових медійних інструментів, які доступні на місцевому та міжнародному рівні, а також визначення їх важливості для викладання і вивчення англійської як другої іноземної мови. Нинішнє дослідження ставить такі питання: Як медійні інструменти можуть сприяти більш ефективному викладанню англійської мови? Які цифрові інструменти можуть бути використані для полегшення вивчення другої іноземної мови в класі? Чи сприяють медійні інструменти придбанню чотирьох основних мовних навичок: читання, письма, розмови та аудіювання? Чи відкриті вчителі англійської мови до нових інновацій і чи готові вони змінити свій повсякденний спосіб мислення, щоб адаптуватися до нових змін?

Основна методологія базується на вторинних дослідженнях і даних з Туреччини, Шотландії, Китаю, Індонезії та Саудівської Аравії. Дослідження показало, що більшість країн і освітніх систем виступають за використання цифрових інструментів як доповнення до викладання англійської як іноземної мови, оскільки це допомагає поліпшити інтерес і мотивацію студентів. Виходячи з цього, важливість цифрових інструментів у викладанні і вивченні англійської як другої іноземної мови підтверджується за допомогою рекомендованих додатків та вебсайтів, які можуть бути легко використані вчителями та учнями під час і поза уроком.

**Ключові слова:** цифрові медійні інструменти, викладання англійської мови, вивчення другої іноземної мови, вивчення мов.



## Table of Content

<b>Chapter I. Introduction</b> .....	12 -
<b>1.1. Motivation</b> .....	12 -
<b>1.2. Research questions</b> .....	13 -
<b>1.3. Relevance for the field</b> .....	14 -
<b>1.4. Methodology</b> .....	14 -
<b>1.5. Dissertation Structure</b> .....	14 -
<b>Chapter II. Review of Literature</b> .....	16 -
<b>2.1. The history of media tools and technology in education system</b> .....	16 -
<b>2.2. Integration of media technology in the ELT</b> .....	19 -
<b>2.3. Digital literacy and language learning</b> .....	22 -
<b>2.4. The use of digital tools in primary and secondary school</b> .....	25 -
<b>2.4.1. University</b> .....	26 -
<b>2.4.2. English as a foreign language for adults</b> .....	28 -
<b>2.5. CALL</b> .....	30 -
<b>2.6. MALL</b> .....	32 -
<b>Chapter III. Methodology</b> .....	34 -
<b>3.1. Analysis of case studies on the use of digital tools in ELT: social media in Saudi Arabia</b> .....	34 -
<b>3.2. China and multimedia assisted methods in ELT</b> .....	36 -
<b>3.3. Scotland and the use of digital technologies in the classroom</b> .....	38 -
<b>3.4. Indonesia: the implementation of WhatsApp as a digital media tool for ELT</b> .....	40 -
<b>3.5. The importance of digital literacy practises and teacher's view on digital educational tools in Turkey</b> .....	43 -
<b>Chapter IV: Presentation of Research Results</b> .....	46 -

4.1. Traditional teaching methods vs new digital tools in the context of ELT: a critical comparison of the research studies (Saudi Arabia, China, Scotland, Turkey and Indonesia) .....	- 46 -
4.2. The correct selection of the digital media tools and resources used in ELT .....	- 50 -
4.3. Best rated apps and websites among English learners (L2) and English language teachers.....	- 62 -
Chapter V: Discussions .....	- 87 -
Chapter VI: Conclusions .....	- 97 -
6.1. Final thoughts .....	- 100 -
Bibliography.....	- 101 -

## List of abbreviations

<b>CALL</b>	Computer Assisted Language Learning
<b>E-learning</b>	Electronic Learning
<b>EFL</b>	English Foreign Language
<b>ELT</b>	English Language Teaching
<b>L1</b>	First Language
<b>L2</b>	Second Language Acquisition
<b>L3</b>	Third Language
<b>MALL</b>	Mobile Assisted Language Learning
<b>M-learning</b>	Mobile Learning

## **Chapter I. Introduction**

The aim of the present study is to analyse media tools that are currently available locally and internationally and to determine their importance in English Language Teaching and Learning.

While being exposed to a big number of language-specific websites and apps, the major challenge here is to find out which are most useful for teachers and students. Some criteria for assessing good digital learning tools are accessibility, innovation, originality, diversity of exercises and tasks, as well as how appropriate these tasks are for the age and language level of the students. A thoughtful selection of the “right” tools will not only contribute towards teachers finding the best learning methodology, but also facilitate L2 acquisition in students.

Although the present work focuses mostly on teachers, it does not undermine language students. In light of this, the media tools that are going to be explored are:

- well-known and popular with learners of English;
- most used by the teachers and/or students;
- recommended by the official Portuguese Educational system.

One of the main challenges of this research project will be to understand whether a country’s economic situation influences accessibility to media tools in the field of education because, unfortunately, the world still faces huge differences between the developed and “third world” or developing countries, which impacts not only education, but also other spheres of human life. In my opinion, such analysis will allow me to critically reflect on the repercussions of such a problem on the teachers and students who are interested in using digital media in their language learning/teaching.

### **1.1. Motivation**

I decided to explore the topic of digital media tools and L2 acquisition because the speed at which technology develops allied to the discovery of new educational tools brings new

personal challenges to ELT, such as learning how to select and use a determined tool or having to change our mindsets in order to adapt to these processes. Considering this, it was important for me to select a topic that would reflect such cognitive skills and be connected to ELT, since I am a teacher myself and I am planning on growing in my professional career. As a result, I came up with a theme “L2 acquisition and digital media world: the importance of digital media tools in ELT”, which perfectly combines the current tendency towards digital media tools, ELT and L2 acquisition, as well as focuses on both teacher and student perspectives.

While reflecting on my topic, my goal was to choose a theme that would immediately catch the reader’s attention and incentivise him/her to look deeper into the role of digital media tools by reading the present research work. I strongly believe that this topic will be useful and interesting for all the teachers who want to get to know more about digital media tools and how they may be used in their professional lives, especially in English Language Teaching.

## **1.2. Research questions**

Through my research, my aim is to answer these, and other relevant questions, that may arise in course of this dissertation:

- How can media tools contribute to a more efficient ELT?
- Which tools could be used to facilitate second language learning in class?
- Do media tools ease the acquisition of the four main language skills: reading, writing, speaking and listening?
- Are English language teachers open-minded towards new innovations and are they willing to change their daily routine to adapt to the new changes?

### **1.3. Relevance for the field**

The current dissertation is relevant for the area of ELT as it provides a detailed analysis of the media tools that may be implemented in the classroom today. The ability to navigate through digital media tools, as well as being able to operate them constitutes a relevant part of the academic education. While reading this research work, teachers will gain knowledge on specificities of digital media tools in general, as well as a recommendation on educational media tools.

### **1.4. Methodology**

The primary methodology for data collection used in this study is the literature review. It allowed me to gather essential information for my dissertation on media tools and relevant websites. With the help of qualitative and quantitative secondary data presented in the selected research papers, I have structured the arguments for my dissertation.

### **1.5. Dissertation Structure**

The current dissertation consists of six main chapters, including the Introduction. Each chapter provides a different insight into the use of media tools in ELT and in L2 acquisition:

In Chapter II I discuss some of the most common arguments on the use of digital media in the classroom and as a tool for language teaching explored by researchers from different countries. I also explain how media tools gradually entered the language learning field and how they became so popular.

In Chapter III- Methodology- some of the questionnaires and case studies discussed in the previous chapter that allowed me to secure the research results, are presented. In essence, the goal of this part is to provide factual proof of how digital media tools are seen and used by teachers and students in different parts of the world.

In Chapter IV I interpret research results by conducting my own critical analysis of the arguments previously presented, as well as provide a detailed analysis of media tools that are best rated among English language teachers and learners and are actively used not only locally (Portugal), but also internationally.

In Chapter V – Discussions - I have included an overview of the main argument of my research work, as well as discussed and compared the results of the academic studies with my findings, and also presented my own ideas regarding the use of digital media tools in the ELT.

Finally, in Chapter VI- Conclusions- I reflect on the whole research project and summarize the main points in a conclusion. Furthermore, this chapter answers to the research questions presented in the Introduction/Chapter I, along with suggestions for further research. Here is also where I conclude my dissertation with my final thoughts.

Through the course of this research work, I also reflect on my own experience as a digital media [tools] user, as well as relate some of my personal experience as a language student and English language teacher. This helped me to understand the connection between second language learning and teaching, while, extracting useful lessons that might later be incorporated into my dissertation. In the end, I have provided a full and detailed description of what I was able to discover along with a summary of the recommended tools that could be used in ELT.

**Key words:** digital media tools, ELT, L2 acquisition, language learning.

## **Chapter II. Review of Literature**

### **2.1. The history of media tools and technology in education system**

To understand how modern media tools made their way into the area of language learning, especially ELT, it is important to go into the history of how technology has influenced teaching. The following chapter will provide a short history of technology and digital tools, as well as a brief chronology to better understand the historical relation of digital and technological tools within education.

It is possible to state that over 2,500 years ago, in the ancient Greece, Plato and Socrates used oral communication as a means to proclaim their teachings, even though they already had parchment paper or papyrus<sup>1</sup>. Nevertheless, ancient Greeks gave more importance to oral proclamation of their poems and scripts. This went along with the deep belief that memorizing would strengthen their brain capacities and improve their memory (Bates, 2015, p. 214-215).

In the beginning of the 18<sup>th</sup> century, the first blackboards appeared. These were mostly used in schools in USA. Later, however, in mid-20<sup>th</sup> century they were partially replaced by projectors that were used by the soldiers in World War II (Bates, 2015, p.215). Although at that time oral communication through telephone was quite developed, it was never used as an educational tool in schools because of the high costs that it implied.

According to Bates, the records of written communication trace back to the ancient Greece, when Socrates was reportedly railing against the use of any forms of writing. But despite Socrates's opinion, future researchers agreed that "written forms of communication make analytic, lengthy chains of reasoning and argument much more accessible" and, as a result, the invention of press in 15<sup>th</sup> century in Europe made the explosion of writing documents

---

<sup>1</sup> A paper made from Egyptian plant.



available to everyone (Bates, 2015, p.215-216). Due to this rapid change, there was an urgent need to educate the population. Consequently, the University of London launched its first formal correspondence degree (through letters) in 1858 (Bates, 2015, p.216). It is interesting to mention that the University still preserves its original distance-learning course, but today it is called a Distance Degree by University of London International Program and it also uses more modern tools rather than postal services (Bates, 2015, p.216)<sup>2</sup>.

In regard to video and broadcasting stations, Britain was one of the pioneering countries to establish the world-famous BBC- British Broadcasting Channel - that provided a set of educational radio programs for schools in 1920s (Bates, 2015, p.217-218). When Charles Walsham Reith became its first General Manager, he was quoted as having said, "I hadn't the remotest idea as to what broadcasting was" (BBC history). However, this did not prevent the BBC from becoming the first channel to use a mix of radio and television (short news reports and documentaries) and, later, contributed to a quick popularity of television stations around the world (Bates, 2015, p.218). Nonetheless, the hopes for a better education were still an impossible dream for many developed countries where lack of electricity, cost, equipment and even the resistance of local teachers interfered with this new technological development (Bates, 2015, p.218).

In the mid-1950s television and radio were replaced by computer and artificial intelligence (1980s) that was first directed at the teaching of arithmetic. In 1991, the emergence of the World Wide Web enabled the users to create and link documents, videos and other digital media without using a complex computer code (Bates, 2015, p.219). In 1995, the Web implemented the development of the first learning management system (LMS), such as WebCT (which later became Blackboard): "LMSs provide an online teaching environment, where content can be loaded and organized" (Bates, 2015, p.220).

---

<sup>2</sup> The Master's program of the current dissertation is also an example of a distance learning because it's guided through an online e-learning system and is assigned to two Universities in Lisbon: Nova University (FCSH) and Aberta University.

But what shaped teaching in the technological era was the emergence of social media in the late-90s and early 2000s, which led to it becoming a primary tool in formal education (Bates, 2015, p.220). The active use of social media platforms such as Twitter and YouTube allowed for a wide range of possibilities that were gradually incorporated into the formal educational system and, especially, language learning. Teachers were able to discover educational videos and channels, such as Ted-Ed and TED, that served as complementary material during lectures. According to Bates (2015, p.220): “social media are only just being integrated into formal education, and to date their main educational value has been in non-formal education, such as fostering online communities of practice, or around the edges of classroom teaching, such as ‘tweets’ during lectures or rating of instructors.”

In the discussion above I described the relation between technological development and media tools available for educational needs. While in the 18<sup>th</sup> century teachers and educators only relied on written evidence, in the 19<sup>th</sup> century they already had access to upgraded media tools, such as project presentations, radio and TV. The 20<sup>th</sup> century brought a revolutionary mix of digital media tools and technology, such as the Word Wide Web, that allowed the users to share and post videos and other media files, and which later was in part replaced by the Internet, that allowed for the expansion of teaching in schools and universities. And, nowadays, both teachers and students have a big variety of digital tools to choose from. If a few decades ago the problem consisted in the tools themselves, today the issue is about which are the most effective to use in the language learning and teaching process. In the next few chapters I am going to explore this topic in more detail.

## 2.2. Integration of media technology in the ELT

The worldwide popularity of English contributed to the emergence of new teaching styles, which also influenced the use of media technology in the classroom. Certainly, the integration of media technology and/or tools would vary according to the country and specific culture. According to the Eurydice report on 'Digital Education at School in Europe', most countries and their respective educational systems are open-minded towards new innovations; it is also justified by a large number of media tools proposed by the Ministries of Education. These digital tools are not only playing a great role in the field of language learning- they are also a great supporting tool for developing an intercultural citizenship in our students and discussing topics that are extremely relevant in our society. On the other hand, according to present data from the World Economic Forum<sup>3</sup> most African countries face a huge digital skills gap which also impacts the educational sector, not to mention a very poor Internet connection that, very often, could be available only in certain hours of the day. That is why, while analysing the question of media technology, we should be able to investigate it from different perspectives and realities.

Min Pun (2013) explores the use of technologies in ELT in Nepal. He states that English has become a L2 and L3 language for most citizens, and for some, even L1. With the rise and popularity of English around the world, as well as the expansion of globalization, there is a higher need for learning and/or English language, for example, to communicate with people from other cultural backgrounds. In Nepal, the use of technology, radio, films, TV and recordings has been used for a long time in language teaching and learning (Pun, 2013, p.29): "Technology has turned into one essential aspect of society that helps students to understand the bigger picture of the world and not just stay conned to what schools and teachers teach them within their classrooms".

---

<sup>3</sup> <https://www.weforum.org/agenda/2020/10/africa-needs-digital-skills-across-the-economy-not-just-tech-sector/> [accessed 31.10.2020]

Nevertheless, despite the speed of globalization and development, many teachers still use traditional methods, although most teachers are already using or turning to technology to complement their language teaching. Thus, there is still a need to educate teachers and invest in implementing new technologies, because, according to Pun (2013, p.30): “Multimedia technology plays a positive role in improving activities and initiatives of students. [...] Technological innovations should go hand in hand with the growth of English and change the way in which we communicate.” Pun also agrees that teachers who use multimedia technology in class create more colourful and stimulating language classes (Pun, 2013, p.31). Since the media tools are becoming more available for a broader variety of people, there is an urgent demand to implement them in the context of a language learning classroom.

A similar approach towards the use of multimedia tools in the classroom is observed in the research work of Zhen (2016), who affirms:

School teaching methods have become more inclined to multi-media teaching methods and demonstrate its superiority in teaching. We can say that modern educational technology must lead to development of multi-media teaching. Only multimedia teaching can develop and improve the modern education technology well (p.184).

On the example of China, which is considered one of the most technologically developed countries not only in Asia, but in the whole world, Zhen (2016) links the necessity of multimedia tools in ELT and the traditional teaching methods. Similar to Pun, who discusses the advantages and disadvantages of the use of multimedia in the context of Nepali classroom, Zhen makes the same analysis in the context of ELT in China. Both authors agree that the combination of modern teaching and traditional methods will result in a positive learner response (Zhen, 2016, p.187) and, at the same time, assist the teacher in his/her practice. On the subject of teaching innovation, it is important to be aware that online teaching platforms will never replace a face-to-face conversation between teachers and students:

Although teaching methods have changed, teaching laws and characteristics of student’s development in body and mind remain unchanged [...]. The role of students with learning has changed in the information age. There

is a movement towards learner-centred approaches. Thus, students become learning subjects. How actively students participate in the learning situation is an important parameter for the learning environment (Zhen, 2016, p.188).

Zhen once more reinforces the idea that learners should directly participate in the learning process, meaning engaging in the classroom activities and discussions, which will contribute to a more homogeneous English language learning. However, while comparing the ELT situation in Nepal and China, there is a difference in both teachers' preparation and accessibility to learning language materials, which can also influence students' participation. The task here is to find the most useful multimedia that could be used in different contexts.

Rahmi (2014) discusses the introduction of digital media in ELT, especially for young learners, because children learn languages differently from adults (p.2). In view of this problem, Rahmi performed a study that analysed the use of the digital media tools in the classroom. Consequently, the role of media was considered as positive because of its high ability to "attract the students' attention, to heighten the students' curiosity, and to convey the information" (Rahmi, 2014, p.7).

### 2.3. Digital literacy and language learning

In order to navigate the modern digital tools, teachers should be skilled and competent enough to critically evaluate the tools in scope. The need to be digitally literate is the focus of this sub-chapter which provides research studies on how digital literacy impacts the EFL teaching and ELT.

Akayoğlu et. al (2020) assume that “the development of digital literacy skills is a widely acknowledged teaching goal in many language programs” (p.86, quoted from Godwin-Jones, 2015). Digital literacy is the ability to navigate digital technologies and use them safely and productively with different educational aims (Akayoğlu et.al, 2020, p.87). Hockly (2012) identifies digital skills as a “number of key skills” needed for people to engage in virtual collaboration (p.108). Yuan et. al. (2019) affirms that:

Literacy or literacies has been established as the most frequently used term (Dore et al., 2015) that involves the multiplicity of “knowledge, attitudes and skills” (p. 12). Taking over “online,” “networked,” or “computer-based” (p. 11), “digital” is used to denote information and media technology featured in many social and cultural aspects of life (Dore et al., 2015) (p.130).

Krakic et.al. (2014) defines media literacy as:

[...]the ability to access, analyse, evaluate and create media messages of all kinds (television, radio, newspapers, magazines, books, billboards, signs, packaging, marketing materials, video games, recorded music, the Internet etc). Media literate individuals can understand how these messages are constructed, and recognize how they create meaning (p.130).

According to Dudney et.al (2013), digital literacies are divided into four main areas: language, information, connections, and redesign (in Akayoğlu et.al, 2020, p.87). The main goal of English language teachers is to help their students develop these literacies in order to acquire new language skills that they will inevitably use for the communication in their daily lives (Hockly, 2011, p.110). Although, we might admit that many teachers still struggle with digital

tools due to the lack of skills or proper professional training needed to acquire these skills, it is part of a teachers' role to help learners develop key digital literacies and integrate the use of new technologies in the classroom (Hockly, 2011, p.110).

Hockly (2011) encourages teachers to implement the following literacies:

- texting literacy
- hypertext literacy
- information literacy
- visual/multimedia literacy

The author also outlines some specific exercises that could be used by teachers in class, for example, searching for an image on Google and then creating a blog post about it, and discuss in groups. Then show the learners how they can filter their image search results in Google Advanced (Hockley, 2011, p.111). In this way, the learners will be able to learn in a context of an authentic language, where the focus is placed on meaningful and useful exercises and topics.

The following image shows us the complete division of digital literacies according to Dudeney, Hockly & Pegrum model:

Framework of Digital Literacies					
		First focus:	Second focus:	Third focus:	Fourth focus:
		Language	Information	Connections	(Re-)design
<div> <div>↓</div> <div>increasing complexity</div> <div>↓</div> </div>	*	Print literacy			
		Texting Literacy			
	**	Hypertext Literacy	Tagging Literacy		
			Search Literacy	Personal Literacy	
	***	Multimedia Literacy	Information Literacy	Network Literacy	
			Filtering Literacy	Participatory Literacy	
	****	Gaming Literacy		Intercultural Literacy	
		Mobile Literacy			
	*****	Code Literacy			Remix Literacy

*Framework of digital literacies 2013 (Source: Adapted from Dudeney, Hockly & Pegrum, Digital Literacies, Routledge, 2013).*<sup>4</sup>

Digital literacy plays an important role in ELT because it helps to teach both media and language skills simultaneously:

Such materials cover two of the four traditional language skills - reading and listening, and can be used to prepare teaching material which develops the remaining two skills – speaking and writing. Such materials and related activities contribute to acquiring new vocabulary and language, which constitutes the second reason (Akayoğlu et.al, 2020, p.132).

A combination of digital media tools along with a pertinent level of digital literacy will allow teachers to convey the best learning experience to their students. However, there is a need for continuous training of the teachers' on how to use the digital tools to correctly implement them for classrooms use. There is not much research work done in this field, because the

---

<sup>4</sup> Retrieved from: <https://markpegrum.com/overview-of-digital-learning/e-learning-with-web-3-0/> [23.09.2020]



effectiveness of such professional qualification will depend on the institution in question. In my opinion, teachers should not solely rely on professional training. To succeed in their respective fields of study, the teachers should be proactive and willing to make an extra effort to be digitally literate. This implies not only researching on how to navigate a specific tool or knowing how to use a particular application, but also changing mindsets. This study is also an attempt to compensate this gap by providing a selection of recommended tools that teachers can easily navigate and use during their English lessons.

#### **2.4. The use of digital tools in primary and secondary school**

Early childhood is the time when children are most prone to learning new things, they will keep for their lifetime. According to Jewitt et al.(2010), enabling teachers to use online tools for the purpose of small tasks and homework allowed parents to keep track of their children's language learning, while teachers felt that they had more available resources to provide information that is actually useful for the L2 acquisition. Condie and Monroe (2007) also state that reporting to parents is enabled by digital tools. At the same time, Blackwell (2013) conducted a study that confirmed that the use of digital tools and associated software since early childhood increased overall teaching efficiency. A correct learning strategy will allow learners to develop interest in a foreign language, specifically English and especially now, when children are acquainted with technology from an early age. For teachers of younger learners, it is important to understand the connection between the use of digital tools at home and in class. For example, a student might use an iPad for gaming purposes only, while in class the same iPad could be used for reading. According to The Government of Scotland, "more effective use of digital teaching to raise attainment happens when teachers are able to identify how digital tools and resources can be used to achieve improved learning outcomes, as well as having knowledge and understanding of the technology. This applies in all schools (p.2)."

The implementation of digital media tools in the classroom can benefit students in the following ways:

- digital tools can support students and improve their digital literacy skills;
- students, who struggle financially, will not feel excluded as they are able to use/consult the digital tools in class and achieve the same positive results as their fellow classmates;
- for the secondary school students, the digital tools will help to build employability skills;
- while using the digital media tools for teaching the primary students, they will be more interested and engaged in the process of language learning, because we should admit that at this age it will not be very entertaining for them to just sit and listen to the teacher for the whole lesson without looking at any pictures/videos or using any digital tools (based on the Government of Scotland publication).

The use of digital tools might also incentivise a direct digital communication between parents and teachers, as well as improve cooperation between learners and parents upon request from teachers on attendance, behaviour and support for learning (The Government of Scotland, p.3). Furthermore, using digital media tools can provide positive results in a long-term, as the following citation also confirms:

Using technology to enhance language learning, as Jewell mentions ‘allows for increased learner autonomy and control, providing a more student-centred pedagogy’ with learners at the centre of the learning process and ‘more actively engaged in their learning than in traditional direct instruction methods’ (Jewell, 2006: 178) (in Mottermann, 2015, p.62).

#### **2.4.1. University**

A similar approach could be used for ELT in Universities. Although, there has not been much research done in this specific area, I will provide a critical analysis based on the research works that I found relevant for this specific purpose.

Today, due to a high academic and linguistic demand, students are required to use digital and technological tools:

Many academic tasks involve the use of technology. Students and faculty are expected to produce word-processed reports and documents, create digital slides to enhance presentations, use email to communicate and collaborate, access and participate in online learning platforms, and conduct research using online electronic databases and the internet (Mottermann, 2015, p.121).

It is important to understand that successful English language learning (and teaching) at University level also depends on the available digital resources provided by a particular institution and on the ability of the teacher to gradually implement them into his/her teaching. Many universities today are using b-learning or blended learning, which develops learner autonomy by having presential and online interaction with other students and professors. Urban-Woldron (2013) also affirms that “a long-term blended learning for teacher [professor] is more effective than one-off face to face teaching sessions at fostering teachers’ abilities to integrate technology into the classroom” (p.38).

Khan et.al (2016) are firm supporters of the idea that social media are extremely important tools in language learning and can be used to improve the four main language skills, as well as vocabulary:

Social media is useful in communication and sharing of knowledge because it reach frequency usability, and facilitate the users as compare to other sources.[...] Social media plays a dominant role in English language learning because it provides opportunities to the English language learners to improve their writing, reading, and similarly, to read new text and phrases to improve their vocabulary (p.591).

The study conducted by Khan et.al (2016), which included university teachers, concluded that social media is an indispensable tool for learning English vocabulary, as it “facilitate[s] the English learners to learn new words and vocabulary suitable for them in the ability of English

language learning, it is easy for English learners as compare to books reading and other text materials, and arouse the interest of English learners towards the English language learning” (p.603).

Lau et.al (2014) refer to social media as a new emerging network served as a medium for e-learning: “social learning is beginning to emerge. It offers powerful and enduring learning experiences through the use of social networks, such as online communities, where learners are engaged to discuss, formulate and share knowledge/information” (p.191).

In essence, teachers serve as mediators between the students and digital media world and, although teachers are seen as initiators and “second human resources” that present the digital tools and provide feedback, the most important human resource is the learner’s effort and willingness to educate him/herself on the topic of digital media (Trim, p.9 in BC, BBC).

#### **2.4.2. English as a foreign language for adults**

A combination of traditional language learning methods along with the modern tools could also benefit the ELT of adults, because, according to Alqahtani Mofareh (2019) “the purpose of both traditional and modern technologies is to maximize students’ English skills and provide a space where learning can be best facilitated” (p.177). Slaouti et.al affirm that “what adults bring to any learning context are individual experiences of life, of the world, and of prior learning” (p.72) which can help to structure their future learning process. Depending on the age of the adult and his/her cultural and educational background, it is important to point out that the use of digital media tools could be adapted to a particular person or a defined small group of learners. A diagnostic test and/or questionnaire that is designed according to students’ language level and the overall purpose of the test (for example, for academic writing or specific technical preparation) will help to determine the kind of student we have and the type of tools that could be used in the ELT. At the same time, teachers need to allow a certain

flexibility and extend the learning process by assigning some tasks outside the classroom (Motterman, 2013 p.76), which will promote learner autonomy.

Most adult students who manifest their interest in learning English are already familiar with some basic English structure and/or words, however, there is a need to explore in depth the purpose of studying a language in scope. For example, I have had students who wanted to improve their English because of a career change; others who needed English to better understand movie scripts and music lyrics.<sup>5</sup> In these cases, the goal is necessary to raise the teacher's awareness towards the use of technology that will allow them to discover the learner's learning objectives and ease the language learning process, while allowing the teachers to choose the most appropriate teaching method and construct a learning plan that will be interesting to follow.

Motterman (2013) highlights that it is crucial for the teachers to guide their students not only towards the individual autonomy, but also to create activities that are learner-centred and promote active communication in class. The aim of this research is not to contradict this statement, but rather to justify that digital tools can provide essential support for the students in the classroom settings. Working with digital media tools promotes learner autonomy and benefits the English language acquisition while, parallelly, strengthens the student-teacher relationship by making it more open and accessible.

---

<sup>5</sup> This principle can be also applicable to the variations of English we want to teach. For example, some students prefer American English over British English and vice-versa.

## 2.5. CALL

CALL or Computer Assisted Language Learning “is any process in which a learner uses a computer and, as a result, improves his or her language” (Hubbard, 2009, p.1), meaning that CALL is a system that consists in a perfect combination of pedagogy and computer assisted help. It first became popular in the 1960s and 1970s, although some researchers believe that its format depends on the type of CALL we are talking about: behaviourist, communicative or integrative:

Warschauer (1996) divides CALL history into the behaviouristic, communicative and integrative phases. Behaviouristic CALL was “conceived in the 1950s, and implemented in the 1960s and 1970s,” and “featured repetitive language skills” (Warschauer & Healey, 1998, p. 57). Communicative CALL came into being in the late 1970s and early 1980s, and integrative CALL emerged in the late 1980s and early 1990s (Marandi, 2011, p.2).

Resuming the three models of CALL, the behaviourist focuses on the computer as a tutor and does not include feedback or interactive component; the communicative approach focuses on the use of forms, such as language games, which give students more of an opportunity to interact and to control their own language learning process: “in this phase the computer is still used as a tutor, but it gives students choices, control and interaction” (Seljan et.al., 2014, p.2); and, finally, the integrative model integrates the use of modern multimedia computers and Internet that combine a different types of digital media tools (Seljan et.al., 2014, p.2-3).

Although the overall CALL method gives more educational freedom to the students as well as facilitates language learning, according to the Seljan et.al. (2014), the crucial problem is how teachers use these resources. “According to S. Moras (2001), the use of computers does not constitute a method, but “rather, it is a medium in which variety of methods, approaches and pedagogical philosophies may be implemented” (p.2). For this, Selijan et. al. (2014) recommend that teachers should, first, accentuate their attention on the pedagogical part which will allow to make the CALL more efficient. For example, define specific goals for the teaching (either focus on writing, reading, comprehension etc), be willing to go further to

integrate technology into the classroom by providing the students with all the necessary online resources, realize that some students might have difficulties with the Internet connection or computers, hence not concentrate too much on these issues and be able to replace them with other classroom activities. Selijan et. al. (2014) also highlight that the teachers should not depend on Internet activities, but rather include them as a supplement or as an addition to the classroom work (p.2). Such collaboration will make the interaction and communication between teacher-students more fruitful; moreover, the language lessons will become more student-centred which will motivate the students in a long-term.

Despite the amount of research on the usefulness of CALL in ELT today, there is still a slight misunderstanding about the role of CALL in the language teaching. Its aim is not to substitute a teacher, but to improve the quality of modern teaching and learning (Bangs and Cantos, 2004, p.228). Unfortunately, nowadays, many scholars confuse these terms, which leads to a complete avoidance or wrong usage of the CALL methods<sup>6</sup>. Some of these mistakes can lead to disastrous results which can completely change the teachers' attitude towards the use of technology in the classroom; it can also negatively impact the students, who can get bored and discouraged. Therefore, there is a need for a continuous education on the topic of CALL and the modern ELT that, when used thoughtfully, will contribute to an efficient language learning and teaching.

---

<sup>6</sup> For example: the teacher only uses computer assisted help in class, why avoiding direct face-to-face communication with his/her students or the learners are given class work that does not include peer collaboration, only completion of the determined exercises online.

## 2.6. MALL

Mobile Assisted Language Learning or MALL enables the users to learn a language through a portable mobile device, such as a smartphone<sup>7</sup>. This learning is believed to be spontaneous, informal, personalized, and ubiquitous (Miangah and Nezarat, 2012, p.309). Modern mobile phones and smartphones are characterized by their portability, fast connectivity and availability, suitable for the fast track of contemporary society (Miangah and Nezarat, 2012; Taj et.al, 2016). Even though mobile portable devices are not as powerful in terms of software as computers, the insights from CALL can be applied to the MALL:

Insights from CALL (Computer Assisted Language Learning) can be used to inform the learning activities presented through mobile phones (Kukulska-Hulme, 2005). Because these phones are miniature form of PCs with additional benefit of portability which surpasses laptop computers. This leap of technology from lap to palm has literally given a potential language learning tool in the hands of the teachers and their students (Kukulska-Hulme, 2009) (Taj, 2016, p.76).

Moreover, the mobile devices can be personalized according to the individual needs of the students, as well as present “a rich learning material in multimodal ways (HA Jarvis, 2015; Mayer, 2003)” (in Taj et. al., 2016, p.77) - this is, probably, the main difference between MALL and CALL methods.

A study conducted by Taj et.al (2016) confirmed that the use of MALL in ELT is effective for all the learners, irrespective of their age and can be used to deliver the learning material to the students (p.81), in addition to strengthening their specific language skills, such as vocabulary, pronunciation, reading and writing. Kukulska-Hulme et.al (2017) also emphasize that for the adult learners, it can help to improve their L2 to be able to perform a specific job (p.13). However, the use of mobile phones in class can lead to distraction and so, might directly interfere with the teaching process. For this reason, many teachers do not allow the use of such devices (Lyddon, 2016, p.302-303). Nevertheless, mobile learning provides the students

---

<sup>7</sup> In some sources, it can be also referred as m-learning.



with an unlimited variety of learning materials and serves as a great support outside the classroom (Miangah and Nezarat, 2012, p.311). In this way, the learners can engage in informal learning with great enthusiasm and interest. To support this opinion, I will provide a recommendation on a few mobile learning apps that could be easily implemented as an additional resource for the classroom lessons, as well as used for a supplementary learning outside the school.

Even though MALL belongs to a very recent field of study and there is a need to develop it in more specific details, mobile learning has the potential to contribute to a better language teaching and learning in the near future, “mobile-based learning or m-learning faces many challenges, but it has grown exponentially in spite of all its problems to provide a better environment for language learning” (Miangah and Nezarat, 2012, p.315).

## **Chapter III. Methodology**

The purpose of this chapter is to provide a synthesis of the case studies on digital/multimedia tools and ELT in different parts of the world and, at the same time, give a new insight into the usage of digital media tools in the classroom. The comparison of this studies will allow me to obtain a defined picture of teachers' attitude towards the tools, as well as to supply an outlook on digital tools that could serve as a helpful addition to ELT. In sum, by making a connection between these studies, I will be able to critically select media tools that can serve as a helpful addition to ELT today.

### **3.1. Analysis of case studies on the use of digital tools in ELT: social media in Saudi Arabia**

The study conducted by Allam and Elyas (2016) aimed to shed light on the use of social media platforms as an ELT tool in EFL in Saudi Arabia.

According to the same researchers, Saudi Arabia is one of the most restricted countries in the world, which implies big limitations on everyday norms, as well as the use of the media tools in the educational context due to the nature of the culture and religion:

Kingdom of Saudi Arabia holds high restrictions of both a political and a religious nature on different media forms, including the internet. [...] The Saudi government developed one of the most extensive internet monitoring and censorship systems in existence. [...] Social media is controlled by the Saudi government, and that will have an impact on the way Saudis use, and to what degree they can benefit from these mediums (Allam and Elyas, 2016, p.2).

Despite all these measures, students and teachers are still allowed to use certain social media and other digital tools in schools or Universities with the aim of improving their learning and teaching skills.

According to the results of the study conducted by Allam and Elyas (2016)<sup>8</sup>, social media in the context of Saudi Arabia provides more disadvantages than advantages: it could be justified by a fact that many people have an unhealthy relationship with social media platforms that could lead to serious physical and psychological disorders. But the primary objective of the current analysis is to discover which are the most used digital tools in Saudi Arabia and how they affect English language teaching and learning. So, as reported by the analysis of the social clinics in 2013, "Saudi Arabia ranks the number one on Twitter worldwide, having the most active users in the world" (Allam and Elyas 2016, p.4). Previous studies have proved the positive effect of Twitter on students and teachers:

Asiri and Alqarni (2015) explored the main advantages of using Twitter for EFL. The study presented the potential benefits of using Twitter as an educational tool among high school students in Jeddah, inside and outside their schools. The study showed a positive effect of Twitter in the learning and educational process especially on English language learning process (in Allam and Elyas 2016, p.3).

However, Allam and Elias's (2016) study was focused more on the overall use of social media in English teaching as a second language, as well as whether the use of social media could be successfully adopted to the EFL class.

The results of the study showed that 39% of the teachers believe that the use of social media in class could affect student's concentration, 29% affirmed that they have no time to implement social media in their class, 14% answered that social media is not integrated in the current school curriculum, 10% say that technical issues or low Internet connection may hinder the adoption of social media and 8% do not believe that there are suitable resources to adopt social media in the classroom (Allam and Elyas, 2016, p.7).

Conclusion: the research results clearly showed that most teachers believe social media would not be a beneficial educational tool in class, hence their preference for more traditional methods of teaching. Nevertheless, there is a great probability that with time, social media

---

<sup>8</sup> This study will be discussed in more details in chapter V (Discussions).

could come to inspire more confidence and eventually enter the Saudi Arabian educational system. However, these changes could take years or even decades to be fully implemented.

### **3.2. China and multimedia assisted methods in ELT**

China is known as one of the most technologically developed countries since it is where many modern innovations originate from. The large production of digital media tools and technologies allowed China to be on top of the world in the field of technology. Research has proved that in China almost all the Universities have some sort of multimedia implemented inside the classroom. But, despite China's good reputation in this field, there are still topics that need to be raised regarding the use of contemporary multimedia in the context of higher education.

The research work by Liu (2010) included a study of two groups of students (Control and Experimental) in Qingdao University of Science and Technology (China), where the students were studying:

In the experimental group, the researcher made full use of well-made multimedia courseware which involves a combination of a large range of communication elements – text, sound, graphics, pictures, photographs, animation and video clips.[...] While in the control group the lessons were given in the traditional classroom, mainly includes teaching materials (textbooks, text-related cards, pictures etc.), chalk plus talk, and sometimes taping-recorder (Liu,2010, p.191).

The aim of the study was to track whether multimedia influences ELT and L2 acquisition, and if the multimedia [teaching] method had advantages over the traditional one. It is worth highlighting that the experiment took around four months to conclude. In total, it included 112 students who were taught by the same teacher (using the same textbook) during the course of the study (Liu, 2010, p.191).

The results of this study were unexpected, as both control and experimental groups,

though under different teaching approach, [...] does not show much difference, and the two different methods does not affect the scores of the subjects. Or in another way, the multimedia approach did not show its advantages over the traditional method, which is contradicted to the hypothesis and the established belief (Liu, 2010, p.192).

This might be caused by the fact that in the experimental group<sup>9</sup>, the students were spending long hours in front of the screens, which made them tired and bored, as well as unable to process so much new information (Liu, 2010, p.193). Liu (2010, p.193) concluded that, “the current multi-media assisted teaching method is not facilitating a two-way communication atmosphere, student-oriented classroom, or cultivating students' independent learning ability”.

Even though the current study might contradict our usual understanding and knowledge about digital media tools and ELT, nonetheless we need to acknowledge the results of this research and allow for the possibility of a different outcome while conducting the same study in a different country.

---

<sup>9</sup> The one that used the multimedia approach.

### 3.3. Scotland and the use of digital technologies in the classroom

Due to a high percentage of children from disadvantaged backgrounds and young unemployed graduates, caused by an unstable social system and lack of opportunities, the Scottish Government has developed initiatives to support and encourage the use of digital technologies in schools<sup>10</sup>: “one of the main elements of this work to date has been the delivery of Glow, an online learning environment that provides access to a variety of digital tools and resources, funded by the Scottish Government and made available to all schools across Scotland”<sup>11</sup>.

The primary study focused on how the implementation of digital tools can influence both learning and teaching in primary and secondary schools and identified how digital technology can contribute to raising academic achievement, tackling inequalities, and promoting inclusion, improving the employment situation, enhancing parental engagement, and improving the efficiency of the educational system (The Government of Scotland, p.6).

Through a critical analysis of the research from these different countries, the goal was to understand how the structure of these studies can help to measure the impact of digital technologies on learning and teaching. As a result,

most studies that attempt to measure any outcomes focus on short and medium term outcomes, small numbers of learners or teachers or schools, and commonly measure these qualitatively [...]. The studies that do measure change, and measure change quantitatively against a comparative group [...] tend to do this over short periods (four weeks to six months) (The Government of Scotland, p.41).

While many studies focused on a specific type of learner, it was impossible to identify any differences in the use and impact of digital technology in a primary and secondary school

---

<sup>10</sup> Literature Review on the Impact of Digital Technology on Learning and Teaching, the Scottish Government, p.5.

<sup>11</sup> <http://connect.glowscotland.org.uk/start-here/>, The Scottish Government, p.5.

setting (The Government of Scotland, p.42). Nevertheless, the primary study was able to determine the evidence for each thematic area mentioned in the beginning of the chapter.<sup>12</sup>

In light of this, the main conclusions taken from The Scottish Government initiative study are:

- in order to be efficient, digital technologies should be kept up to date, that is why the schools need to have an appropriate budget to realise this target;
- by understanding the benefits of the use of digital technologies for teaching and learning, teachers will be less resistant to using them during their lessons;
- “school leaders need to direct the development of digital technologies and ensure that teachers have time to undertake training and, when adopting digital teaching, have additional preparation time and opportunities to take risks” (p.43)
- Teachers can continue their professional development by implementing learner-centred approaches that can be supported through learning in small groups and online communities (p.42-44)

In summary, successful implementation requires support to teachers in the form of opportunities to learn (both formally and informally), embedding digital learning in continuing professional development and initial teacher training, direction, and leadership within a school, functioning digital equipment and tools, and an environment that gives teachers the flexibility to introduce and use digital learning (The Scottish Government, p.44).

In conclusion, a positive approach towards the use of modern digital tools and technology in the context of a Scottish educational system proved that contemplative and rational planning is the key to successful use of media tools in the classroom, from which both teachers and students would benefit. Teachers would improve their professional competency and learn new things, while students would be further engaged in their own language learning process.

---

<sup>12</sup> More detailed information about this study will be provided in the Discussion (chapter V) and will contain a shortened version of the conclusions of the primary study conducted by The Scottish Government.

In the context of ELT, digital media tools enable teachers to explore new and innovative ways of teaching English as a L2 and of making their lessons more interactive.

### **3.4. Indonesia: the implementation of WhatsApp as a digital media tool for ELT**

The use of WhatsApp as a media tool for English language teaching was analysed by Kheryadi, University UIN Sultan Maulana Hasanuddin Banten, Indonesia.

Digital tools proved to be beneficial for ELT when used with appropriate teacher control and supervision, because, otherwise, the students could be distracted, and learning would be moved to the background. The use of WhatsApp as a learning app “can help students interact with others at any situation with or without the teacher’s guide, and it can encourage learners to participate in group discussion to improve their skills” (Kheryadi, 2017, p.3). It was also confirmed that WhatsApp is the most used media tool among students in Indonesia:

82% of them were involved actively to communicate with WhatsApp group to practice their English and the same number of subjects agreed that it increased their confidence and bravery to communicate using the target language. While most students (74%) liked to share new information on WhatsApp, the rest confirmed that they were rarely to comment on the group’s conversation but they were interested in reading and following their chats (Kheryadi, 2017, p.4).

When students use digital tools for interacting and connecting with each other, subconsciously they are internalizing the information they are writing and reading, which is very useful, especially when they are chatting in a foreign language, such as English (Kheryadi, 2017, p.5).

During his six-month study, Kheryadi (2017) used dependent or guided conversation, through the aid of the teacher, and independent conversation that was initiated and mostly controlled



by the student, while the teacher's role was only to facilitate and motivate speech<sup>13</sup>. The results showed that in the independent chat, students were most likely to discuss personal topics and engage in conversation more easily. However, at some point in the conversation, the students started mixing Bahasa<sup>14</sup> and English, hence there was a need of correction from the teacher who was observing the conversation.

On the other hand, the dependent chat implied a more formal tone of conversation, as here the teacher was the main initiator, actively participating in the online dialogue. For example, the teacher was, "give[ing] materials through WhatsApp, ask[ing] students to discuss the materials, give[ing] set of question to students and ask[ing] them to answer the questions and give[ing] feedback towards students answers both teacher's feedback or peer comment" (p.7).

The researcher also confirms that, "dependent conversation establishes students to use formal language and the conversation are guided by the material. On the other hand, independent conversation established students to use informal situation and no material is available" (Kheryadi, 2017, p.7).

The positive outcomes of the study provided us with a list of benefits of using WhatsApp in the ELT:

- **Confidence:** the less-confident students were most likely to engage in an online conversation rather than participating orally in class. However, in my opinion, this does not depend on whether the student is confident or not: as we all know, extroverts are more easily engaged in conversation, compared to introverts, who prefer to express themselves in writing. And that is why the use of an online tool such as WhatsApp can benefit learners with different personality types.

---

<sup>13</sup> Clarification from the author: in the following discussion, I will be referring to independent conversation as independent chat and dependent conversation as dependent chat.

<sup>14</sup> Bahasa- official language of Indonesia

- **Autonomy.** Indeed, students who used WhatsApp were able to learn independently and express their opinions about different topics, as well as develop their texting literacy. Even though online tools promote learner-centred approach towards English language learning, there is a hidden danger in using them, because students might confuse the usage of formal and informal language and, later, can encounter more difficulties in writing formal essays or tests that require a high amount of formality.
- **Enthusiasm.** Students with different English levels showed a great enthusiasm in learning while participating in the online chats.
- Most of the students have expressed a **positive attitude** towards learning English through the means of a digital media tool, as they realized their need to improve their communication skills (Kheryadi, 2017, p.9-11).

Overall, the use of WhatsApp as a digital media tool in the context of Indonesia is highly encouraged. Although the current case study was mainly focused on one media tool, the same can be applied to the usage of other digital media tools.

### **3.5. The importance of digital literacy practises and teacher's view on digital educational tools in Turkey**

Çelik and Aytın (2014) researched the use of digital educational tools in teachers in Turkey. Previous research shows that in general Turkish teachers of English as a foreign language are not very enthusiastic about the use of the digital educational tools in their classroom. The current research consists of a face-to-face interview done on six elementary and high school teachers to understand if teacher's self-evaluation and their own perception about their level of competence in using digital tools could provide an insight into whether educators can take full advantage of the digital learning tools (p.1).

In 2012, the Turkish government introduced a new educational system that aimed to equip the classroom with SMART boards and computers, as well as provide students with PCs. Considering this, there was a necessity to understand if teachers have enough digital competency to navigate these tools and if they can effectively apply digital educational tools in practise (Celik and Aytun, 2014, p.3).

While the research study by Çelik and Aytın (2014) included only a small group of teachers, "the researchers believed that focusing on a small group of participants would be the most effective means of gaining detailed information concerning their perspectives on digital technology use" (p.4). The teachers were questioned about three major categories:

- pedagogical considerations with respect to technology and its use in ELT;
- attitudes concerning educational use of technology in the classroom;
- perceptions about personal knowledge and digital skills;

and each one of them had between two to four subcategories to process the teacher's opinions more in-depth.

The current research work contradicted the usual perception of Turkish ELT as unable to apply digital technology in the classroom:

Contrary to the existing research which holds that Turkish teachers of EFL are frequently unable and/or unwilling to apply technology in their teaching practice, the teachers in this case generally expressed that they enjoyed using computerized educational tools, saw themselves as sufficiently competent in their level of digital literacy, and felt that they could meet the needs of learners in this respect (p.12).

Although, the study was focused on a small group of teachers that only constitute a part of the Turkish educational system, their views are not representative of Turkish ELT in general (Çelik and Aytın, 2014, p.13). Nevertheless, in support of this research work and the argument that most teachers in Turkey are, indeed, comfortable with using digital media in their professional environment, I am providing the research conclusions of a very recent study conducted by Akayoğlu et. al (2020) that analysed the digital literacy practises of Turkish pre-service EFL teachers.

The new digital era has changed the way people communicate with each other and how they construct their knowledge based on new forms of media (Akayoğlu et. al, 2020, p.86). Nowadays, being digitally literate means that the person is able to effectively use the digital tools. It is, probably, one of the most necessary competences for ELT. With the help of a survey, the researchers were able to track the responses of the participants (teachers), who were chosen among the three universities: Bolu Abant İzzet Baysal University (AIBU), Sivas Cumhuriyet University, and İstanbul University. The teachers were asked to reply to questions regarding their own use of digital tools in class and whether they considered themselves sufficiently digitally literate:

This study sought to identify a realistic definition of digital literacies and pre-service language teachers' appraisal of their digital literacy skills. [...] A second aim of this study was to identify the digital tools PTs used in their personal and academic life, as well as in their initial teaching practices. [...]. The third research question in this study sought to explore the purposes why participants used digital tools (Akayoğlu et. al, 2020, p.94-95).

In the final results of this study, Akayoğlu et.al (2020) concluded that the participants,

perceived themselves to be competent enough to use these digital tools for personal, educational, and professional purposes. Their concept of digital literacy seemed to consist of many levels from knowledge to use, and to critical, creative, and collaborative use (p.95),

which once more contradicts the generalized opinion that English language teachers in Turkey are unwilling to use the digital tools in the classroom.

The two studies by Çelik and Aytın (2014) and Akayoğlu et.al (2020) provided us with factual proof that indicated the rather positive relationship between teachers and modern digital media tools in Turkey.

## Chapter IV: Presentation of Research Results

### 4.1. Traditional teaching methods vs new digital tools in the context of ELT: a critical comparison of the research studies (Saudi Arabia, China, Scotland, Turkey and Indonesia)

A detailed analysis of the case studies in different countries allowed us to understand the importance and usage of the modern media tools in an ELT context. In the current chapter I will present my own understanding of the traditional teaching methods and the necessity to implement digital media tools in the modern ELT. I will also make a comparison of the research results between the five countries- Saudi Arabia, Scotland, Turkey, Indonesia, and China that will allow us to make a thoughtful reflection about the representation of modern media tools in a specific educational sphere. So, what do we consider as traditional teaching methods?

Traditional learning methods are also called “old-school” methods and imply a standardized teaching methodology, with a teacher-centred approach where students learn grammar through drills and do final assignments at the end of semester. Although, many teachers still rely on this methodology as a primary source for their lessons, nowadays many English language teachers understand the inefficiency of implementing *only* this method. Traditional learning methods are not providing the students with enough autonomy to participate in the language learning process; they are also inflexible towards new changes, as even the word “traditional” means that it is something that is long-established and traditional.

However, traditional methods combined with modern media tools proved to be a great combination to use in the ELT. For example, in Scotland the use of media tools in the context of language teaching and learning is highly encouraged by the Government of Scotland and local institutions (The Government of Scotland publication). In Turkey, teachers expressed their contentment with the usage of digital media in the classroom and confirmed that they were implementing them into their own teaching practise (Çelik and Aytın, 2014; Akayoğlu et.al., 2020). In Indonesia, teachers are also willing to change their methodology in favour of digital tools, specifically social media (Kheryadi, 2017). In spite the fact that much of the

research confirms the efficiency and usefulness of the digital tools in an educational context, many researchers still question their suitability. In China, the case study provided no difference between a group taught with a traditional method and the group who was taught with use of media tools (Liu, 2010). The same can be said about Saudi Arabia, where teachers do not trust social media nor digital tools as they believe these technological innovations could impact student concentration and jeopardise the overall ELT and learning (Allam and Elyas, 2016).

To better understand the relationship between the ELT and modern media tools in the context of a particular country, I designed a table which critically compares these findings. By using pre-defined criteria, I was able to assess each country and its specific characteristics.

#### Criteria:<sup>15</sup>

0	<b>Non applicable</b> (in the context of a country)
1	<b>Insufficient</b> (use or application of the following statement)
2	<b>Bad</b> (low levels of case study results; contradicting the statement)
3	<b>Sufficient</b> (50:50 rationale)
4	<b>Good</b> (positive study results)
5	<b>Excellent</b> (absolute proofs of the statements)

---

<sup>15</sup> This checklist was elaborated taking into consideration the case studies presented in Chapter III. The results presented in the following table are mainly indicative and were created for the purpose of the current dissertation.

	<b>Saudi Arabia</b>	<b>China</b>	<b>Scotland</b>	<b>Turkey</b>	<b>Indonesia</b>
Traditional teaching methods are actively used in ELT.	4	3	3	3	3
Modern media tools constitute a significant part of the modern English language teaching.	2	3	5	5	5
There is a balanced combination in the usage of traditional vs modern media tools.	2	2	4	4	4
Teachers are considered as digitally literate.	2	3	5	5	5
Teachers are given a proper training.	1	1	4	2	3
Teachers are investing in their own self-study.	0	0	5	5	0
Teachers are willing to implement new digital tools in their teaching program.	1	2	5	5	5
The educational system of the country is facilitating the use of digital media in ELT.	1	2	5	4	4
The institutions are encouraging teachers to use digital tools in class.	1	2	5	4	3
The financial capabilities of the institutions are enough to	5	5	5	2	2



support teachers with modern media tools.					
Overall, English language teachers are satisfied with the current state of modern media tools in their institution/country.	2	3	5	4	5

**Ranking of the countries according to the usage of the modern media tools in the context of ELT:**

Name of the country	Sum of the points scored
Scotland	51 points
Turkey	43 points
Indonesia	39 points
China	26 points
Saudi Arabia	19 points








### **Summary:**

The results show that Scotland, Turkey, and Indonesia are in the top-3 leading positions where the modern media tools in the context of ELT are accepted by the teaching staff, as well as encouraged by a local government/institution/administration. It is important to highlight that, overall, these countries also facilitate access to digital tools in schools and Universities. Of course, the countries that are more financially developed have more additional resources to introduce, for example, when we compare Scotland and Indonesia. But, nonetheless, what matters here is not only the financial capability of a country or institution, but also a desire for change, a willingness to try new approaches towards ELT and a well-thought educational improvement plan.

## 4.2. The correct selection of the digital media tools and resources used in ELT

The digital age is characterized by inclusion of new types of digital media (example: Wordclouds), new ways of reading the text (hyperlinks), new forms of communication and sharing information through social media websites/blogs/apps such as Twitter and WhatsApp, as well as updated software for images and texts (Goldstein, 2011). Among this wide variety of resources, it is important to select the correct ones for different ELT uses.

An appropriate media tool will not only help to structure the lesson in a most efficient and interesting way, but also contribute to further professional development of the teacher. It will also allow the students to understand the material and learn the language correctly. The most used digital media tools in the ELT are:

-  Websites
-  Apps
-  Blogs
-  Digital classrooms
-  Software programs
-  Educational games
-  E-learning platforms

The main questions raised in this sub-chapter are:

- What is the purpose of English Language Teaching and why it motivates people to learn English in general?
- How to choose an appropriate media tool for a determined purpose?
- Which media tools are suitable for both students and teachers?

English is learnt for different purposes, whether personal or professional (or both). Here are some of the possible scenarios:

- For a change in professional career;
- To understand music lyrics;
- To make friends/acquaintances from different countries;
- For personal interest;
- To understand the native language of a spouse;
- Travelling to another country;
- To study/work in an English speaking-country.

Motterman (2015) confirms that adults are more likely to have specific objectives related to their professional and academic situation:

Mezirow (1997: 8) notes that 'often, adult learners' immediate focus is on practical, short-term objectives'. These may be to enter higher education through preparation for examinations such as IELTS or TOEFL; to access study in higher education [...]; for employment reasons where English is an international language of business communication; or to integrate into a new cultural setting (p.73)

Regarding ELT, from the teacher perspective, purposes and objectives are different:

- To focus on certain grammar tenses;
- To promote intercultural citizenship in class;
- To prepare the students for an important English test;
- To help the students acquire fluency in English;
- To promote group work and communication during the English lessons;
- To help the students comprehend technical language;
- To motivate students;
- To promote learner autonomy.

Based on this information, the media tools could be selected taking into account the learning necessities of the students and the specific goals of the English language teacher.

The “Evaluation and selection of learning resources” guide (2008) provides us with specific guidelines that “are intended to encourage evaluators to think critically about the resource and evaluate some of its more detailed aspects” (p.19). It divides the criteria according to the four main headings: Content, Instructional Design, Technical Design and Social Considerations (p.19). The following table presents a shortened version of the most necessary criteria to evaluate a digital teaching/learning tool<sup>16</sup>:

Main criteria	Characteristics
1.1. Content	Content is current.
	Content is accurate.
	Content has reference to the student’s own culture.
	Content is suitable for the audience level of English.
	Content is linked to real-world activities (example, integration of cultural or personal context)

1.2. Instructional design	Specific learning objectives are clearly stated.
	The resource is suitable for a wide range of learning/teaching styles.
	Promotes student engagement and autonomy- active learning
	Promotes development of communication skills
	Integration with other curriculum subjects.
	Innovative pedagogical approach.

1.3. Technical design	Visual design is interesting.
	Appropriate illustrations.

---

<sup>16</sup> Later, these criteria will be used to evaluate the specific English language learning and teaching tools in the section 4.3.

	Well-organized layout.
	The tools can be easily understood by teachers and students.

1.4. Social considerations	Includes representation of different points of view, absence of hateful stereotypes, is suitable for the maturity level of the learner, reflects range of community standards, promotes inclusion and cultural diversity, along with the intercultural citizenship education.
----------------------------	---

(Criteria adapted from “Evaluation and selection of learning resources”, 2008, p.19-31).

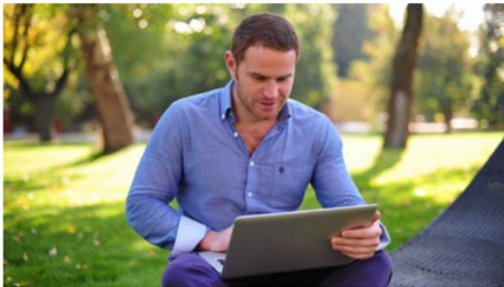
### Which media tools are suitable for both students and teachers?

In my personal experience, the best media tools are user-friendly for both teachers and students, as it was also pointed out in one of the characteristics of the Technical design criteria. Considering that I am a millennial myself and was born during the time when all the technological innovations started to enter our daily routines, it was important for me to transport a part of it into my professional life. I noticed that whenever I used a certain digital tool in class, the learners became more engaged and interested in the lesson. In this section, I am going to present the top-5 digital media tools that helped me in my teaching and were also approved by my students:

1. British Council
2. Cambridge University Press
3. Agendaweb
4. Perfect English Grammar
5. YouTube Channel: EnglishLessons4U with Ronnie and James ESL English Lessons

**British Council** is a multimedia website that contains lots of teaching materials and tools that can be downloaded by anyone for free. You can also register for a paid face to-face course, in case you want to update your qualification.

## Resources for teachers



Free resources for teachers

### English language teaching resources

If you are an English language teacher or ELT professional, the British Council has lots of free resources to support your work.

#### Teach English

##### Resources for teachers

Face-to-face courses for teachers

Online courses for teachers



Join our Advantage Scheme

Overall, the British Council website is fully specialized in ELT, which makes its content accurate and appropriate for learning English as a L2. There is also a section where the students can find tips on how to improve their language learning process. They are also given an opportunity to choose whether they want to study by themselves or choose an online tutor to guide them through:

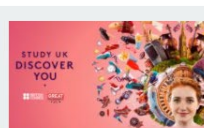
## Learn English



We have over 80 years of expertise in delivering English language education and are trusted by over 100 million learners worldwide each year.

In Croatia, you can learn with us through our online English classes and a wide range of free apps and websites.

Start your English learning journey



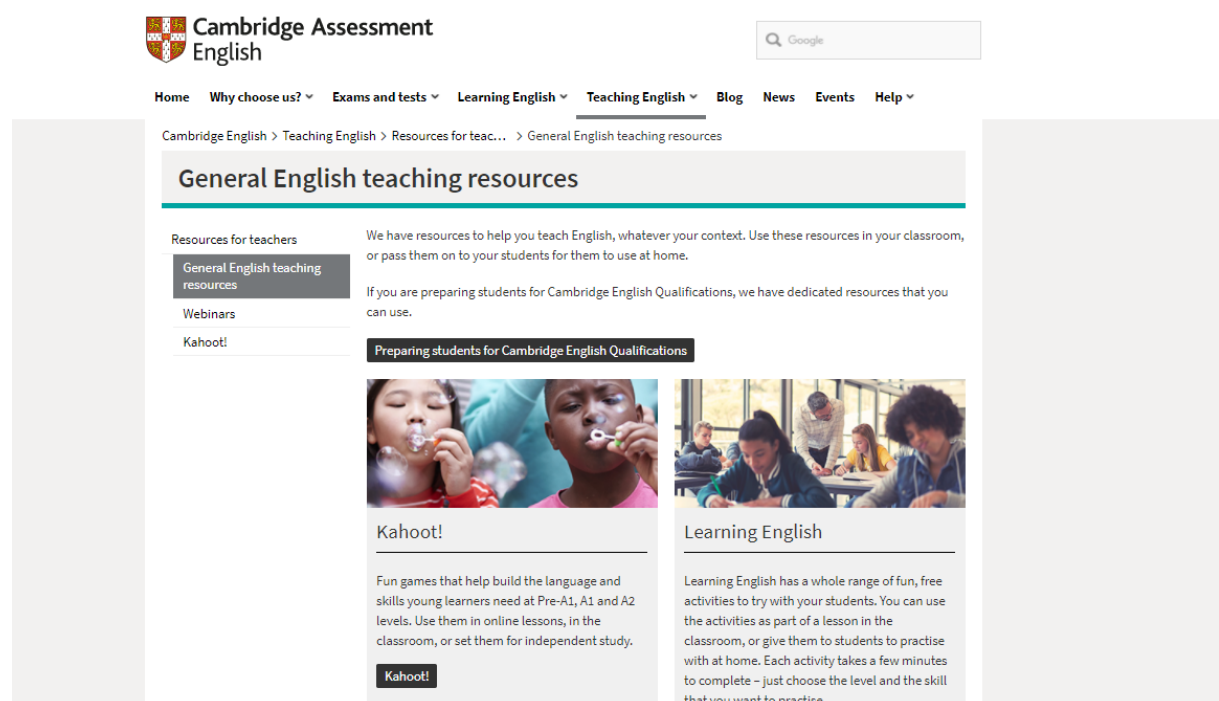
Want to study in the UK?



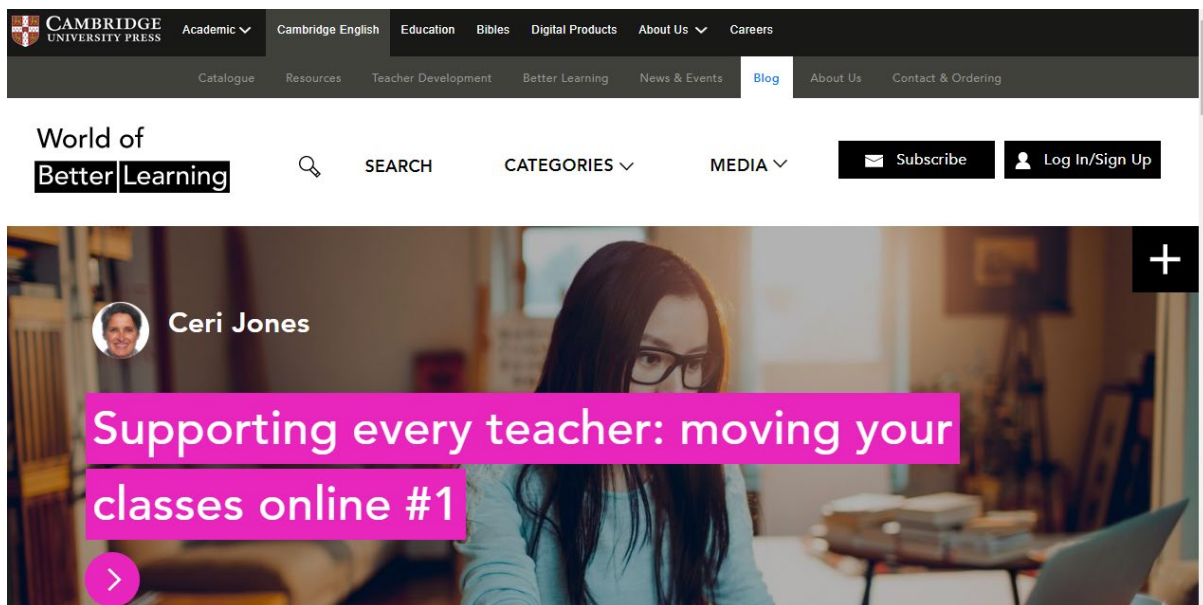
Register for a Cambridge exam with us



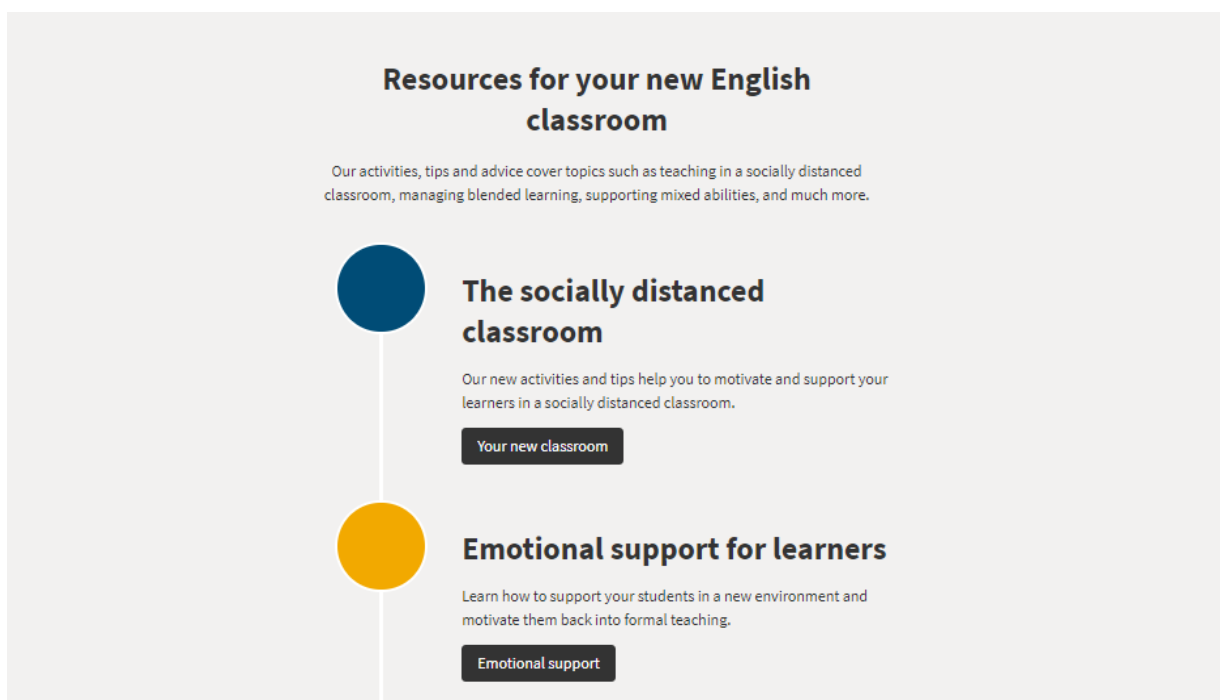
**Cambridge University Press** is also a British website fully dedicated to ELT. In case you want to update your qualification, the website gives you an opportunity to apply for a CELTA or DELTA test that will certify your teaching qualifications. It also contains a variety of teaching and learning materials ranging from A1 to C1 CEFR levels. In the blog section, we can encounter a variety of written posts or videos made “by teachers for teachers” that help to develop a sense of community and professional inclusion. It contains topics that are relevant, especially nowadays when most of the teaching is held remotely, for example, how to plan online lessons, how to teach young children online, how to use emojis in class or how to use a video conference tool for online teaching. A perfect mix of articles, blog posts, videos, audio, worksheets, and podcasts will contribute to a more diverse teaching experience. One of the things that I like about Cambridge University Press is that it can be easily implemented into the Portuguese national curriculum and, thus some of the tasks and exercises presented there could be useful and interesting for our students, since the website contains many modern topics.



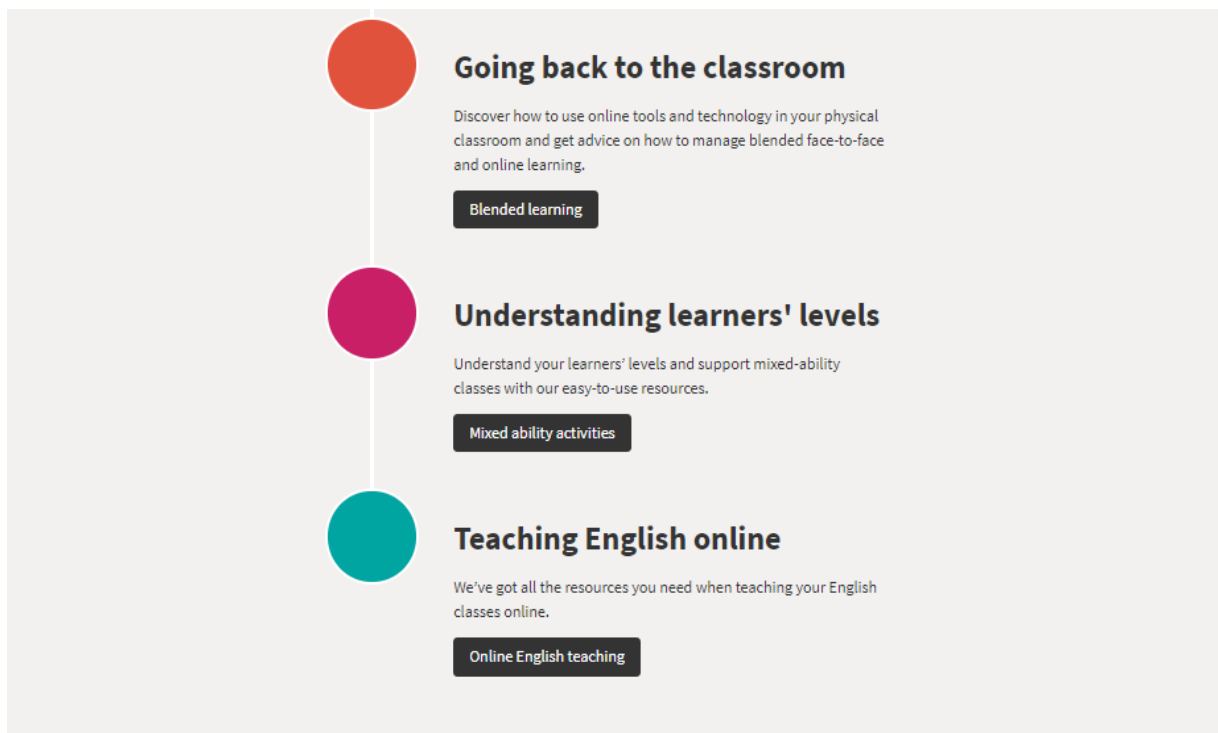
The screenshot displays the Cambridge Assessment English website. At the top, the logo and a search bar are visible. A navigation menu includes links for Home, Why choose us?, Exams and tests, Learning English, Teaching English (which is highlighted), Blog, News, Events, and Help. Below the navigation, a breadcrumb trail reads: Cambridge English > Teaching English > Resources for teachers > General English teaching resources. The main heading is "General English teaching resources". On the left, a sidebar lists "Resources for teachers" with sub-links for "General English teaching resources" (highlighted), "Webinars", and "Kahoot!". The main content area features a paragraph about resources for teaching English, a link to "Preparing students for Cambridge English Qualifications", and two featured sections: "Kahoot!" (describing fun games for building language skills) and "Learning English" (describing a range of fun activities for students).




A very useful functionality is also a separate section for the English classroom, where teachers can manage the blended learning and adapt to a new version of a classroom environment, as it is indicated on the images below:







Different from the British Council and Cambridge University Press, **Agendaweb** website integrates a set of pre-prepared worksheets and videos for different learning and teaching purposes. One of the advantages of this website is that it focuses on the four main language skills- listening, writing, speaking, and reading, as well as grammar and vocabulary. One of the disadvantages lies in its very narrow content of topics presented, for example, in the reading exercises not all the texts are current and up-to-date. In order to find the right worksheet, a teacher needs to explore. Nevertheless, I find this resource very useful for my teaching practice as it has a very big database of material to choose from.



Think Dynatrace, the all-in-one platform.

SIGN UP

**Podcast - audiobooks**

**Daily podcast:** Young Afghan Women, Men Perform Sufi Dance Together

**Ted talks:** The ancient, earth-friendly wisdom of Mongolian nomads

**Audiobook:** Little Brother

Spanish exercises online  
**ESPAÑOL**  
<https://aprenderespanol.org>

Dictionary

**English exercises**

*Exercises for all levels*

- ▶ Grammar exercises
- ▶ Vocabulary exercises
- ▶ Verbs exercises
- ▶ Listening - comprehension
- ▶ Reading - comprehension
- ▶ Audio stories - fairy-tales
- ▶ Videos - lessons - cartoons
- ▶ Songs - nursery-rhymes.
- ▶ Phonetic chart - exercises
- ▶ Worksheets - grammar
- ▶ Worksheets - verbs
- ▶ Worksheets - vocabulary

I discovered the **Perfect English Grammar** website occasionally as I was looking for a Present Perfect Tense worksheet for one of my students. It is a blog created by a British teacher with a Master's Degree from Cambridge University. The website has a simple and accessible structure and is completely free. You can either do the exercises directly on a website or download them as a separate pdf worksheet. It also has an easy and organized layout that can be found on the very first page and which also facilitates the navigation through the website. Note: Perfect English Grammar focuses *only* on grammar in general, but it can be both used by teachers and students, because the explanations are written in a very simple and comprehensible manner and can be easily implemented into the school curriculum.

## Welcome!

What would you like to do?

Search Perfect English Grammar

search engine by freefind

advanced

[Grammar Exercises List](#)

[Grammar Explanations List](#)

[Verb tenses](#)

[Verb patterns](#)

[Conditionals](#)

[Modal verbs](#)

[Reported speech](#)

[The passive](#)

[Phrasal verbs](#)

[Adjectives and adverbs](#)

[Relative clauses](#)

[Prepositions](#)

[Nouns](#)

[Pronouns](#)

['A', 'the' and other determiners](#)

Welcome to  
Perfect English Grammar!



Welcome! I'm [Seonaid](#) and I hope you like the website. Please [contact me](#) if you have any questions or comments.

**Speak and write  
more correct,  
more beautiful**

Currently, YouTube is one of the most popular video sharing platforms in the world and also a useful educational tool to include in the modern ELT. I have been acquaintance with the videos from **EnglishLessons4U** since my early student days, particularly with the teachers **Ronnie and James ESL English Lessons**. A bit of history behind this channel: EnglishLessons4U integrates a community of native English Teachers from all around the world- Britain, Canada, USA and Australia, who record the videos on different subjects, mostly focusing on grammar, everyday common English expressions, pronunciation (speaking) and vocabulary. It is a great educational tool to complement my teaching routine, as I usually give it as a homework, so the students can watch at home. Besides a YouTube channel, it also has a free website<sup>17</sup> where you can choose the teacher you want and the subject of the lesson. For example, “Professional and Business English: Marketing” is a technical lesson designed for people who work in this business and is suitable for intermediate and advanced students. When you scroll down the page, you can see the available teachers and a selection of the latest lessons.

<sup>17</sup> [www.engvid.com](http://www.engvid.com)



FREE ENGLISH VIDEO LESSONS

password

log in

New User? Sign up for free!

[Home](#)
[All Lessons](#)
[Topics](#)
[Teachers](#)
[Resources](#)



Adam

- 2-Intermediate
- 3-Advanced
- business english

### Professional & Business English: Marketing

A successful business relies not only on a good product but also on a good marketing team. Branding, brand loyalty, logo, and promotion are crucial to presenting the company and product to the public. In this video, we discuss some of the technical vocabulary and ideas associated with marketing in English and look at some case studies. If you are involved in business or want to be, watch this video.



Comments

Quiz

Share

Like Share 8 people like this. Sign Up to see what your friends like.



### Newest English Lessons



- 2-Intermediate
- 3-Advanced
- business english
- expressions

#### Professional English: Expressions to use in business & office meetings

Do you feel shy when you're in an English meeting? I know you're smart and have a lot to say. In this class, you'll learn expressions to use in a meeting. These will help you express opinions, raise concerns, and talk about the work and research you've done. Boost your confidence by learning these business [...]



- 2-Intermediate
- business english
- expressions
- vocabulary

#### Work English: 12 PHRASAL VERBS for meetings

Have you ever been in a work meeting and wondered what your co-workers meant when they asked you to jot things down or to hand something out? In this practical professional English lesson, I teach you twelve phrasal verbs that you can use in work meetings. Perfect for office workers who want to improve their [...]



- 1-Beginner
- expressions
- slang

#### Learn 8 Phrasal Verbs for opening: pop open, peel off, flip up...

When we speak about simple things in English, we use many different phrasal verbs. In this lesson, you will learn 8 common phrasal verbs we use to talk about opening things. If you're a beginner, you can just say "open", but if you want to use English the way that native speakers do, learn these [...]



- 3-Advanced
- culture & tips

#### Life in the UK: What's it like to move to, live, and work in London?

What's it like to move to the UK and raise a family here? Watch this interview with one of my London-based students, Chong from Malaysia. You will hear about Chong's experiences of coming to the UK to live, study, and work, his first impressions, the weather, the food, and of course the language!



- 1-Beginner
- 2-Intermediate
- 3-Advanced
- grammar

#### 10 Common Mistakes with Verbs & Prepositions in English

Want to learn prepositions easily? Join me in this English grammar and vocabulary lesson to correct 10 common mistakes with verbs and prepositions. We'll look at verbs such as tell, arrive, listen, discuss, call, answer, wait, go, reach, and contact. You'll learn when to add a preposition, when to take out a preposition, and when [...]



- 1-Beginner
- 2-Intermediate
- 3-Advanced
- culture & tips
- IELTS
- TOEFL
- TOEIC

#### How to learn & study more effectively: Use the "BLESS ME" strategy

In this video, I will show you how to learn better using "BLESS ME". BLESS ME stands for Body, Lifestyle, Environment, Social, Spiritual, Mental and Emotional. Each of these aspects of our life affect our learning. For example, did you know we learn better in some environments than others? How does sleep impact our learning? [...]



- 2-Intermediate
- expressions
- speaking

#### Learn English: 20 ways to say "I don't know"

As you know, there is often more than one way to say something. In this lesson, I focus on a very common situation and teach you twenty ways to say "I don't know." These include "I have no idea", "How should I know?", "Beats me", "Your guess is as good as mine", "I'm probably not [...]"

## all engVid lessons

**English Teachers**

Teachers	lessons by Alex
Adam	Present Simple Tense
Alex	Internet Vocabulary
Benjamin	English Expressions with 'HAVE'
Emma	Writing – When to use commas with AND, BUT, OR, FOR, SO,
Gill	English Vocabulary: "BIG" synonyms
Jade	English Spelling – When to Double Consonants ("swimming")
James	5 verbs to make you sound smart
Rebecca	English Grammar – "Would" in the past
Ronnie	

[all lessons by Alex](#)

**SAMSUNG**

**Pré-compre agora e receba uma oferta**

Redenção na App Samsung Members

Campanha válida para pré-compras do Galaxy S20 FE, entre as 15h00 do dia 23.09.2020 e as 23h59 do dia 01.10.2020, numa das Insígnias Aderentes e limitada ao stock existente. Entrega dos equipamentos pelas Insígnias Aderentes a partir de 02.10.2020. Consulte todas as condições em <https://my.samsung.com/pt/mysamsung/offers/#/>

A right selection of a digital media tools for ELT will help to ease the teaching process; for the students, will facilitate the acquisition of a second language, in this case, English. The media tools selected and presented in this chapter are proven to be effective and useful. The current analysis was structured considering my personal experience and based on the research works that were quoted previously.

One of the questions that has been raised in the foregoing chapters is whether digital media tools should contain the material that will promote the acquisition of the four main language learning skills- writing, speaking, reading, and listening. Does it mean that if a certain digital tool does not include the fours skills it is automatically considered as unworthy and unnecessary? The exposure to a variety of digital media tools allowed for a homogeneous mix of resources that are focused on different aspects of learning and, together, help to develop the primary language skills. More than one tool can and should be used for each of the four skills. This also allows teachers to explore different tools and not focus only on one while at the same time, students will not get bored by being exposed to the same tool on every lesson.

### **4.3. Best rated apps and websites among English learners (L2) and English language teachers**

The current section explores the best rated and the most useful language apps and websites that are proven to be helpful for English learners and recommended by English language teachers. The analysis was taken from the classification in Google Play as well through reading user feedback. The quality and effectiveness of the website/app will be evaluated according to the pre-defined criteria as mentioned previously.

Language apps and websites became a part of the modern language learning and teaching. These days, no one is surprised by a huge amount of people and academics who use these media tools as a complement to their language learning/teaching. For example, in Portugal many students are using language apps to practise their English in a more informal environment outside school. The following ranking will provide the top-5 apps and websites that are popular among English learners (L2 acquisition) and approved by English language teachers in Portugal and worldwide:





#### **1. Duolingo (app/website)**




**Google Play rating:** 4.7/5

Duolingo is one of the most used language learning apps that was created in United States of America. The users are required to translate and write down words, sentences, and phrases from English into their own native language or vice versa. The app promotes an active

language learning process by blending listening, where the learner is required to listen to a recording in English; writing, where the user should write down the translation from English to his/her native language; the app can also test the vocabulary knowledge as well as the understanding of short phrases used in daily life which goes along with grammar, as the learners are also asked to structure the sentences in a grammatically correct order. Duolingo is most used by children and teenagers because of its appealing design that allows the students to collect virtual crystals and buy items in a virtual shop. Since it was first founded by a university professor and his students, the app became very popular not only among the learners and their parents, but also teachers who highly recommended this app and are actively using it in their teaching practise:

SITE LANGUAGE: ENGLISH 

---



### Duolingo for Schools

The world's most popular language learning platform is now available for the classroom. Thousands of teachers are already using it to enhance their lessons.

[BRING DUOLINGO TO YOUR CLASSROOM](#)

---

Duolingo is a perfect app for learners who want to improve their English in a quick and entertaining way. Users can choose how long they want to spend studying per day according to which a study plan is generated. Duolingo also gives a chance to choose the topics of interest, so the learner will feel more interested in getting to know more about his/her favourite topics without getting bored. In the end, the student can always keep track of his/her progress by counting the number of crystals he/she has earned through the app. Duolingo can be used for free, but it also has a paid version of the language courses including English.


Duolingo's learning website ([www.en.duolingo.com](http://www.en.duolingo.com)- for the English language version) contains useful tips for teachers, as well as podcasts that may be used for the teaching

purposes in the classroom. Overall, this modern up-to-date digital media tool is suitable for English L2 students and teachers due to its accurate content and innovative pedagogical approach, as it is easy to understand for people from different age groups and it does not create a conflict of cultures.



**Traduza esta frase:**



 My name is  
Maria.

---

---

Ele de Pedro é  
homem Maria nome Meu

PULAR

VERIFICAR



**Traduza esta frase:**



Eu tenho uma  
família grande.

I have a big family

---

---

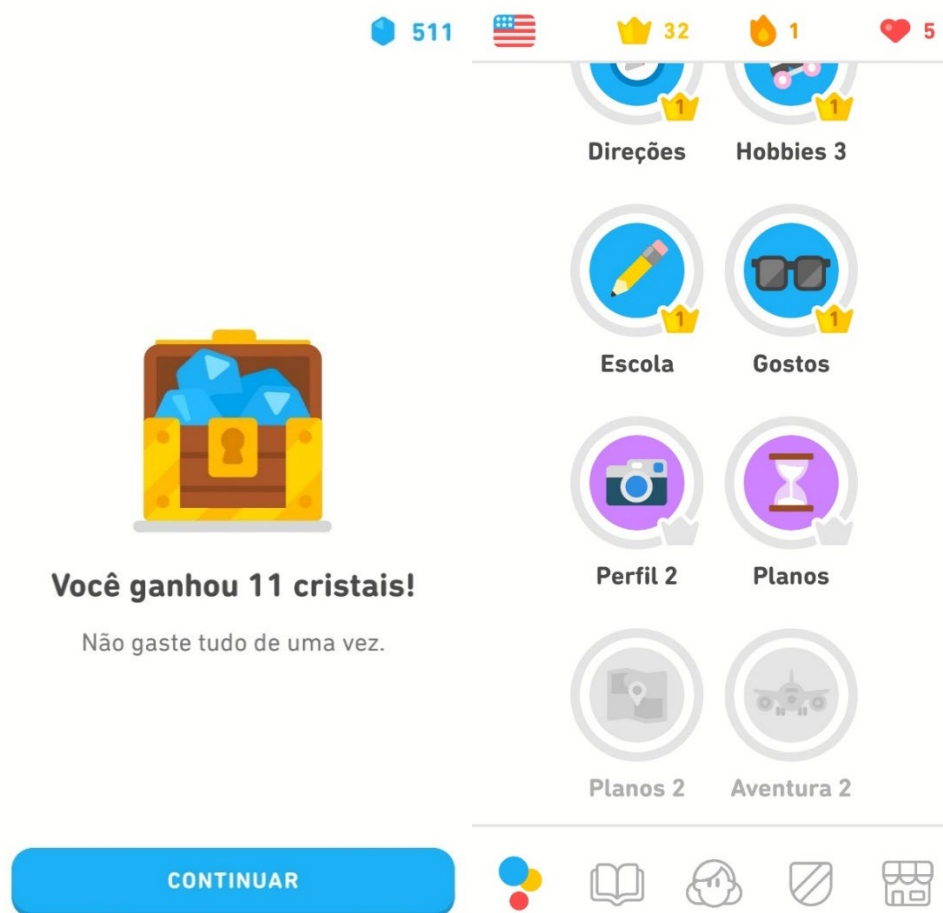
doesn't  
don't

PULAR

VERIFICAR







The images are retrieved from a free version of a Duolingo app for the Portuguese learners (the app has only option for Brazilian Portuguese).

## 2. Mondly (app and website)



**Google Play rating:** 4.6/5

Mondly is a Romanian language app that is available in 33 languages. Similar to Duolingo, the app offers a great variety of multimedia exercises that allow to train the language. The main


advantage of Mondly is that it gives users the possibility to learn either British English or American English:





(The image is retrieved from a free version of Mondly app for Portuguese speakers).


Another similarity with Duolingo is that Mondly contains a selection of most common topics that are chosen by the users, for example, travel, business, romance, entertainment, and school, which makes it suitable for people from different age groups.


Escolha os temas nos quais  
você tem interesse:

 Viagem ☐

 Negócios ☐

 Romance ☐

 Diversão ☐

 Escola ☐

Continuar

A thoughtful selection of learning materials allows the app to adapt each exercise to the language level of a particular student. One of the reasons the app is so popular among English second language learners is that it teaches language in quite an easy and informal way. For example, the exercises are structured as an online or smartphone chat:

No restaurante

What would you like to drink? 🤔  
O que gostaria para beber?

I drink tea. 🍵  
Eu bebo chá.

I drink coffee. ☕  
Eu bebo café.

It allows the learner to make a correspondence between the L2 and his/her native languages. Such types of exercises also use the authentic language that will be useful in real life situation. After the dialogue, the students are required to test their grammar by matching the word to the image:



*Mova a palavra para a resposta correta*



(a) coffee



juice

(um) café



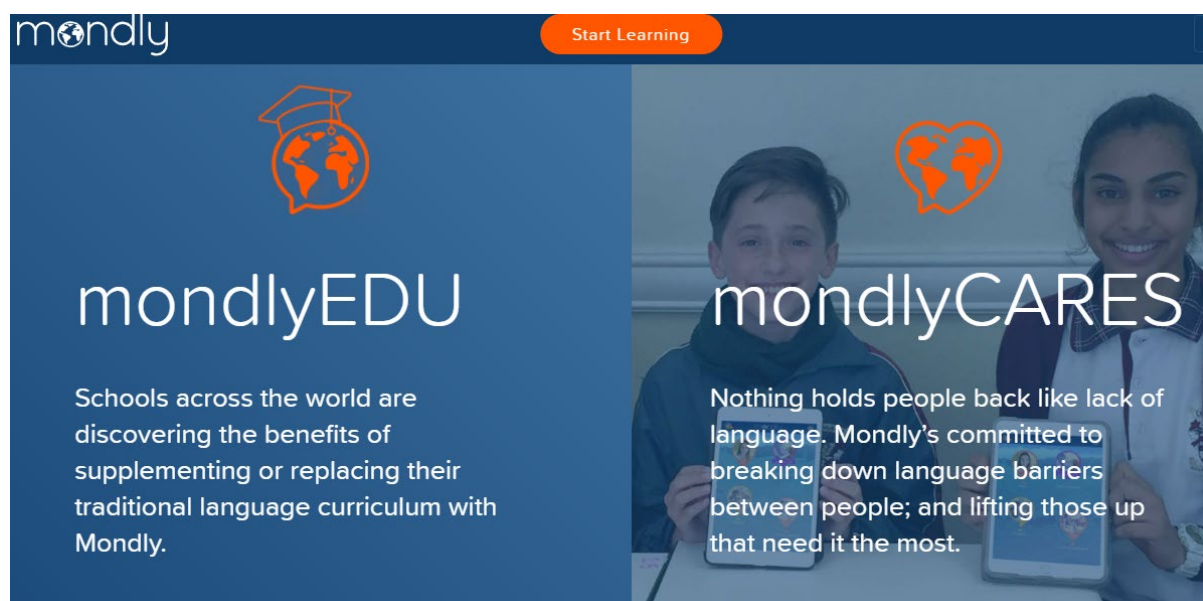
wine



(a) tea

The appealing design helps to associate the visual images to the correct word. The strategy of the app is focused on independent active language learning, which helps to increase students' motivation.

On Mondly website ([www.mondly.com](http://www.mondly.com)) there are also different options for different types of educational activities. For example, it has a specific app for children as well as for schools (MondlyEdu). It also offers a modern replacement for a traditional school curriculum:



Mondly is one of the most recommended and effective tools to use in ELT as it provides the teachers with modern digital media tools to use during the English lessons; it also makes the L2 acquisition more enjoyable for the English learners.

### 3. Babbel (app/website)



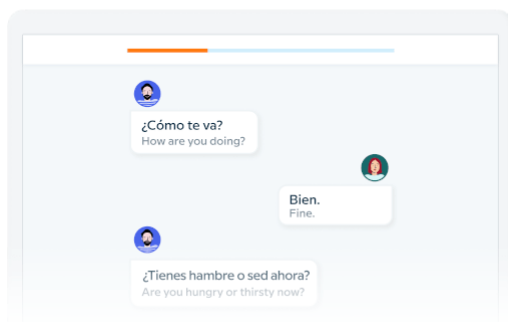
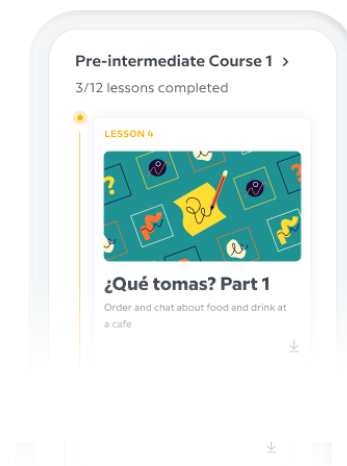
Google Play rating: 4.4/5

Babbel will help you to learn 14 different languages including English (British English). Characterized by an organized layout, the app and website offer their users a real-life teaching experience by using dialogues adapted to the daily life situations and a unique speaking recognition that will allow to practise pronunciation. Babbel is a perfect app for adult learners who want to learn English autonomously. However, Babbel does not promote an active inclusion of its methods into the school curriculum, which makes it difficult for ELT because it works as a separate independent language school system which even offers scholarships for its students. Nevertheless, the Babbel method is proven to be one of the most effective in learning English as a second language, which can be observed in the user's reviews:

## The Babbel method

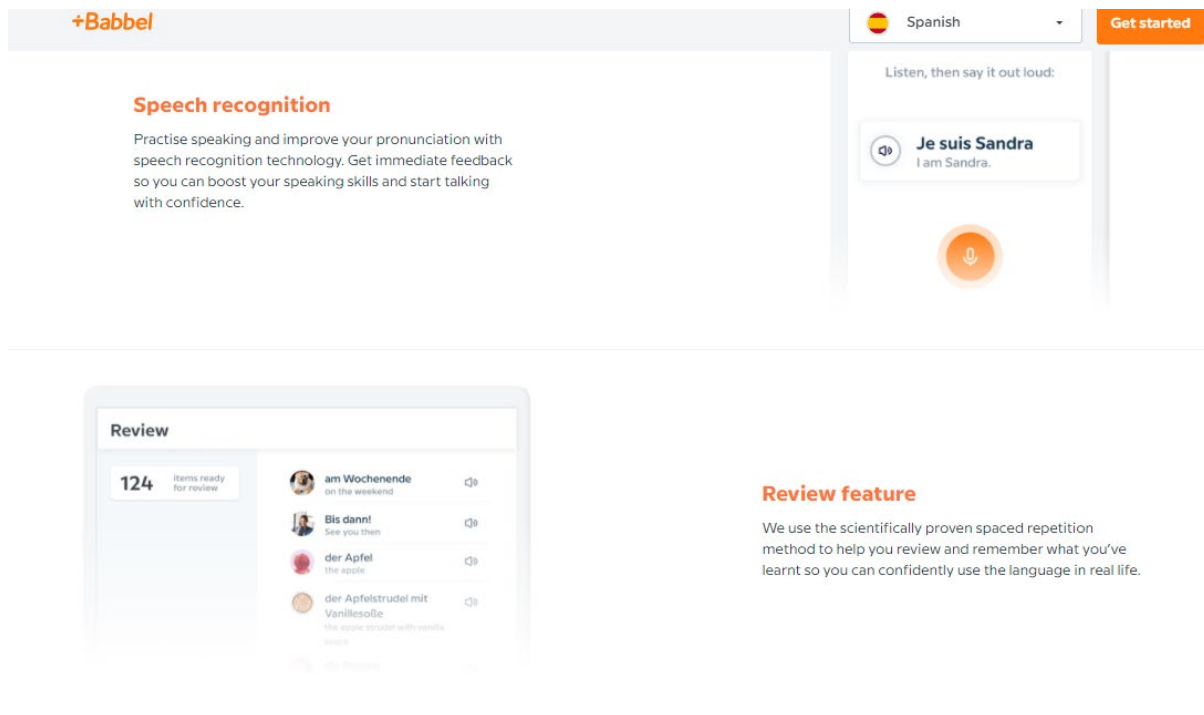
### Expert-made courses

Whether you're a beginner or experienced, our expert-crafted lessons have you covered. Learn the basics or focus on topics like travel, culture, or business.



### Dialogue trainer

Interactive dialogues on real-life topics give you the confidence to use the language in everyday situations.



## See what people are saying about Babbel



J Rogers



"I am so glad I purchased Babbel. It is so easy to do just 15 minutes a day and my Turkish is getting better and better. I would seriously recommend it to anyone wanting to learn a second language."



Maria Thereza



"I really like Babbel because it covers the writing, listening and also speaking. It is really good to learn through the explanations that are always placed after something important."



Gregory Martin



"The whole point of learning a language is to speak with people. Babbel gets you there."

(the images were retrieved from the official Babbel website).

It is understandable that for the publicity reasons, the developers have chosen the best rated comments. Furthermore, the power of a good image cannot be underestimated, especially when visiting the website for the first time. A good marketing strategy can save the company's reputation. These comments represent only a small percentage of the people who in fact use this app or website. However, the overall rating of Babbel proves that these opinions are based on very solid ground.



#### 4. BBC Learning English



Google Play rating: 4.4/5

BBC Learning English is one of the oldest language learning tools as it helps the students and teachers since 1943. It has a simple design and layout and a rich collection of different learning resources which allow it to be a perfect example of a digital media tool. “Test your English level”, “Vocabulary and pronunciation”, “Business English”, “English for children”, “Modals of deduction”, these and many more other topics are presented on the BBC website.



## Grammar

[Study basic grammar](#) | [Study intermediate grammar](#) | [Study upper-intermediate grammar](#) | [Study advanced grammar](#) | [The Grammar Gameshow](#) | [6 Minute Grammar - basic](#) | [6 Minute Grammar - intermediate](#)

## Vocabulary & Pronunciation

[Study basic vocabulary](#) | [Study intermediate vocabulary](#) | [Improve your basic pronunciation](#) | [Improve your intermediate pronunciation](#)

## Content for English Teachers

[The Teachers' Room](#)

## English for Children

[Stories for Children Series 1](#)

## Free English courses

[Basic English](#) | [Lower-Intermediate English course](#) | [Intermediate English course](#) | [Upper-Intermediate English course](#) | [Advanced English course level 1](#) | [The English you need to be a better English speaker](#) | [English for academic purposes](#)

## Learn English through the News

[News Review](#) | [Lingohack](#) (Authentic news stories to help you learn English) | [Understanding Fake News](#)

## English for everyday situations

[6 Minute English](#) | [The English We Speak](#) | [English in Minute](#) (learn English in 60 seconds)

## English for Work - Business English

[English at Work](#)

## English language quizzes

[Quizzes series 1](#)

## Learn English with our app

[Download our Android app](#) | [Download our iOS app](#)

## Subscribe to our podcasts

[6 Minute English](#) | [News Review](#) | [The English We Speak](#) | [English through drama](#) | [6 Minute Vocabulary](#) | [6 Minute Grammar](#) | [English for Mandarin speakers](#)

Recently they have also developed an app that contains digital material that can be used both in self-study and ELT:

**BBC LEARNING ENGLISH** **Programmes**

**Teachers** >

By Category A-Z of Programmes

Everyday English >

Business English >

Learn with the news >

Learn with drama >

**Language skills**

Pronunciation >

Grammar >

Vocabulary >

**English for**

Teachers >

Teaching children >

**How to give instructions**

**The Teachers' Room** INTERMEDIATE

What's the best way to give instructions? Join Sian and Dan to find out!

22 cit. 2020 | Teachers

**Teaching children** >

**NEW SERIES**

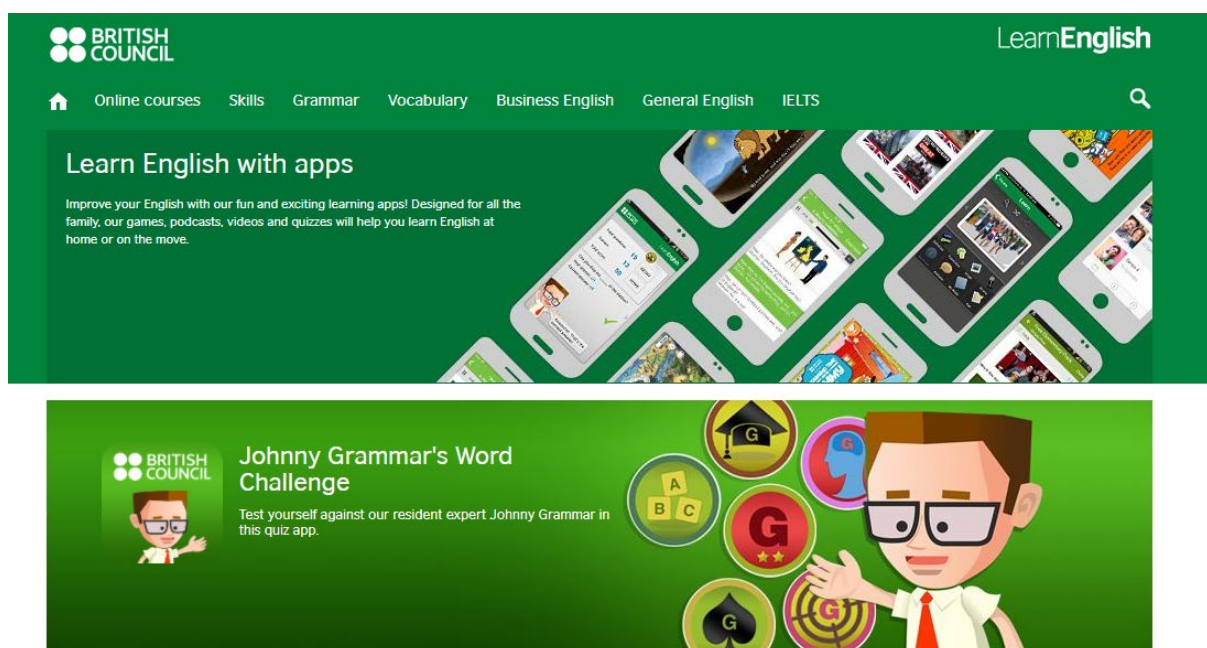
Home Programmes My Learning Home Programmes My Learning

BBC Learning English is also a very modern website that goes hand in hand with new innovations, hence promoting digital citizenship education. According to the Council of Europe (2009) definition, digital citizenship involves a wide range of activities, from creating, consuming, [...] to investigating, communicating, learning and working” (p.11). It also promotes a wide range of community values that are necessary in our society. In this way, BBC Learning English includes a variety of topics that educate students and teachers on the use of modern digital media tools in education.

## 5. British Council (apps and website)


**Google Play rating:** depending on the app, ranging from 4.0 to 4.7/5

The key points of the British Council website have been already discussed in the previous sub-chapter. However, British Council also consists of many different learning apps, such as LearnEnglish Podcasts, LearnEnglish GREAT videos, LearnEnglish Grammar (UK version) and LearnEnglish Sounds Right, which are suitable for young and adult learners, and can be easily incorporated into the English school curriculum, as it contains useful guidelines for teachers:




Home » General English

### Listening




**LearnEnglish Podcasts**  
LearnEnglish Podcasts app is a series of English learning podcasts to practise your English on the go.




**LearnEnglish GREAT Videos**  
A series of short videos about UK culture. Explore London's museums and other famous sites in the UK.

### Learning Tools




**LearnEnglish Grammar (UK Edition)**  
Improve your grammar skills with LearnEnglish Grammar, the #1 free educational mobile app.




**LearnEnglish Sounds Right**  
Sounds Right is the British Council's first pronunciation chart for learners and teachers worldwide.


### Kids



**Learning Time with Timmy**  
Play exciting games and listen to the narrator to learn about numbers, colours, shapes and food in English with Timmy and his friends.



**Learning Time with Timmy 2**  
Play three exciting games in this educational app to help your child learn words, phrases, and cognitive skills such as identifying and sorting.




**Learning Time with Timmy 3**  
The third app in the 'Learning Time with Timmy'

Learning English is a dynamic process that starts outside the school and which helps to structure the core of the language knowledge. Henry (2013) emphasizes that “today digital gaming not only provides the greatest exposure to English, but also the most intense experiences” (p.7). Playing online games has become one of the popular trends among children and teenagers. British Council went ahead with the trend and created a unique gaming learning app “Johnny’s Grammar Word Challenge”<sup>18</sup> that is suitable for different age groups.

LearnEnglish

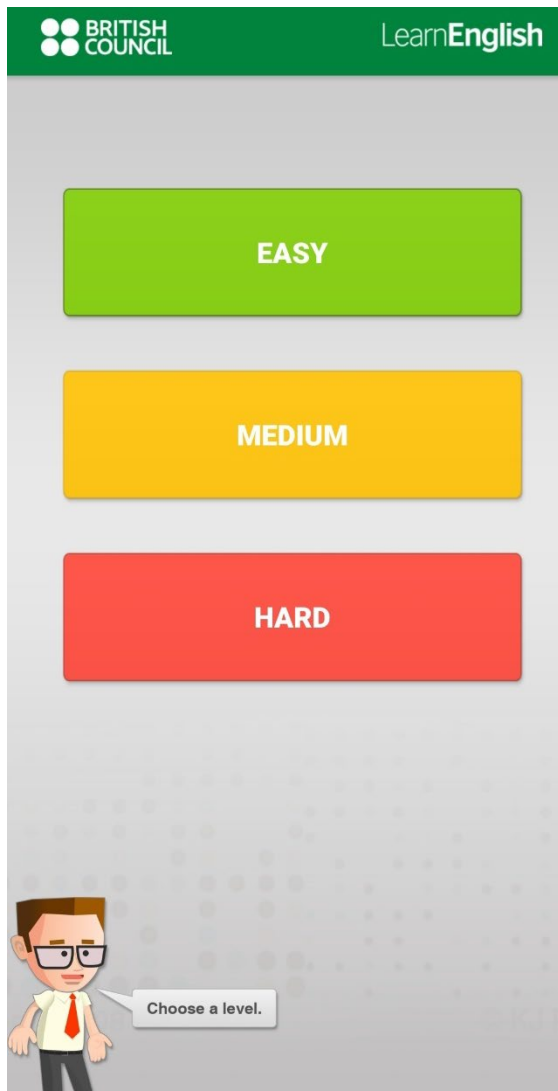
### Games



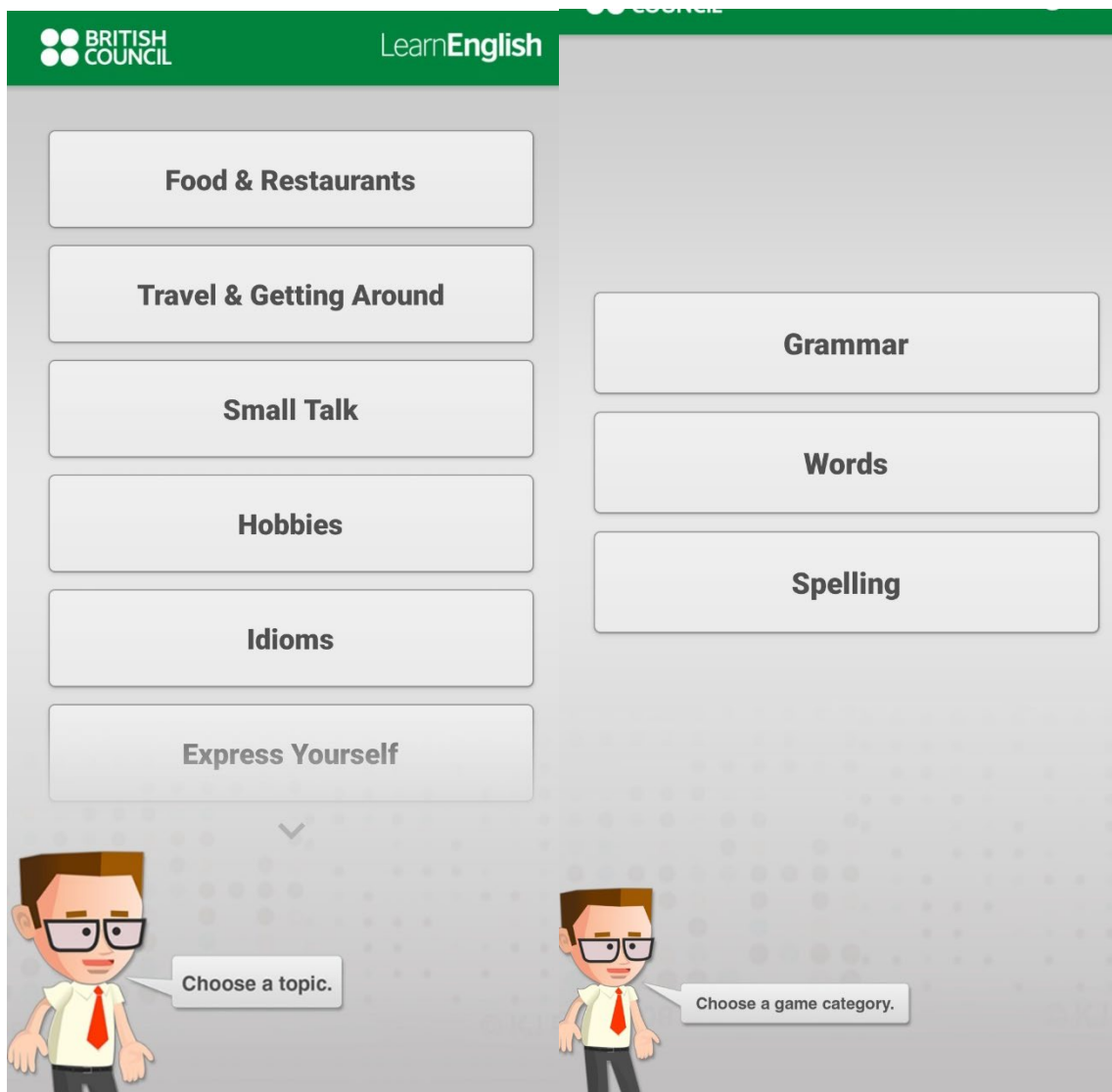
**Johnny Grammar's Word Challenge**  
Test yourself against our resident expert Johnny Grammar in this quiz app.

<sup>18</sup> This particular app has a 4.5/5 score on Google Play as on the 06.10.2020.

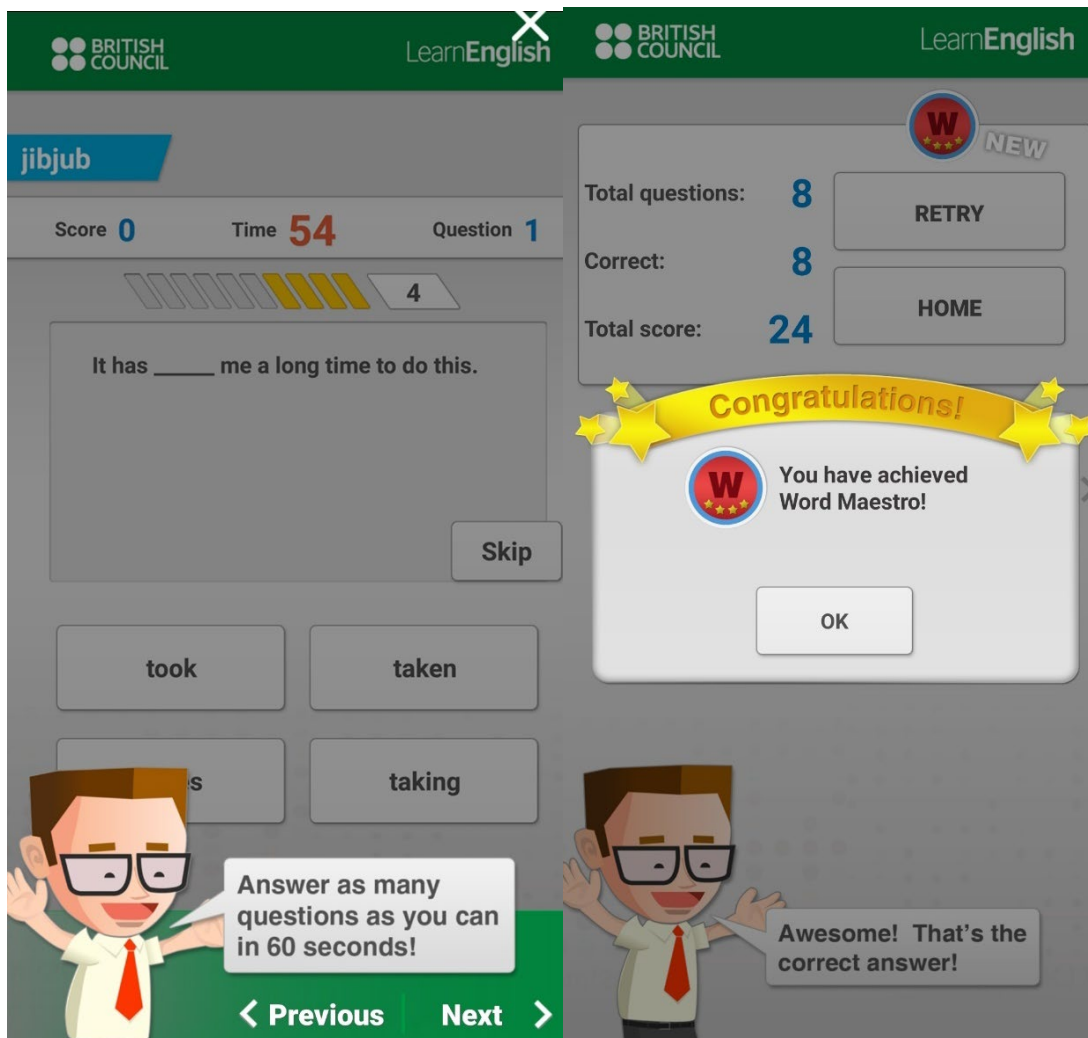
With the assistance of a virtual guide Johnny, the students can either use the app as a guest or register. No matter what options they choose, they will be able to play the game. Next step is to choose the level which corresponds to the level of English they are currently on:



After this, students are exposed to a variety of topics of interest and game categories:



Subsequently, now the game is set up and ready to be played. The learners should choose the correct answer as fast as possible during the next 60 seconds, otherwise the points will be lost. When the time ends, the app will show the number of correct questions done and the type of achievement unblocked.



“Johnny’s Word Grammar Challenge” helps to improve not only vocabulary, but also grammar and spelling. Its interesting visual design and easy structure makes the app to be suitable for a variety of language levels. “Johnny’s Word Grammar Challenge” is also recommended for the ELT because the teachers can encourage students to use this app during their self-study or dedicate some time during the classroom lesson.

#### Evaluation of the recommended digital tools

	Points
Yes	1
No	0



Partially	0.5
-----------	-----

Main criteria	Characteristics	Duolingo	Mondly	Babbel	BBC English Learning	British Council
1.1. Content	Content is current.	Yes	Yes	Yes	Yes	Yes
	Content is accurate.	Yes	Yes	Yes	Yes	Yes
	Content has reference to the student's own culture.	Yes	Yes	Yes	Yes	Yes
	Content is suitable for the audience level of English.	Partially	Partially	Partially	Yes	Yes
	Content is linked to real-world activities (example, integration of cultural or personal context)	Yes	Yes	Yes	Yes	Yes

1.2. Instructional design	Specific learning objectives are clearly stated.	Yes	Yes	Yes	Yes	Yes
	The resource is suitable for a wide	Yes	Yes	No	Yes	Yes



	range of learning/teaching styles.					
	Promotes student engagement and autonomy- active learning	Yes	Yes	Yes	Yes	Yes
	Promotes development of communication skills	Yes	Yes	Yes	Yes	Yes
	Integration with other curriculum subjects.	Yes	Yes	No	Yes	Yes
	Innovative pedagogical approach.	Yes	Yes	No	Yes	Yes

1.3. Technical design	Visual design is interesting.	Yes	Yes	Yes	Yes	Yes
	Appropriate illustrations.	Yes	Yes	Yes	Yes	Yes
	Well-organized layout.	Yes	Yes	Yes	Yes	Yes
	The tools can be easily understood by teachers and students.	Partially	Partially	Yes	Yes	Yes

1.4. Social considerations	Includes representation of different points of view, absence of hateful stereotypes, is suitable for the maturity level of the learner, reflects range of community standards, promotes inclusion and cultural diversity, along with the intercultural citizenship education.	Yes	Yes	Yes	Yes	Yes
----------------------------	---	-----	-----	-----	-----	-----

(Criteria adapted from “Evaluation and selection of learning resources”, 2008, p.19-31).

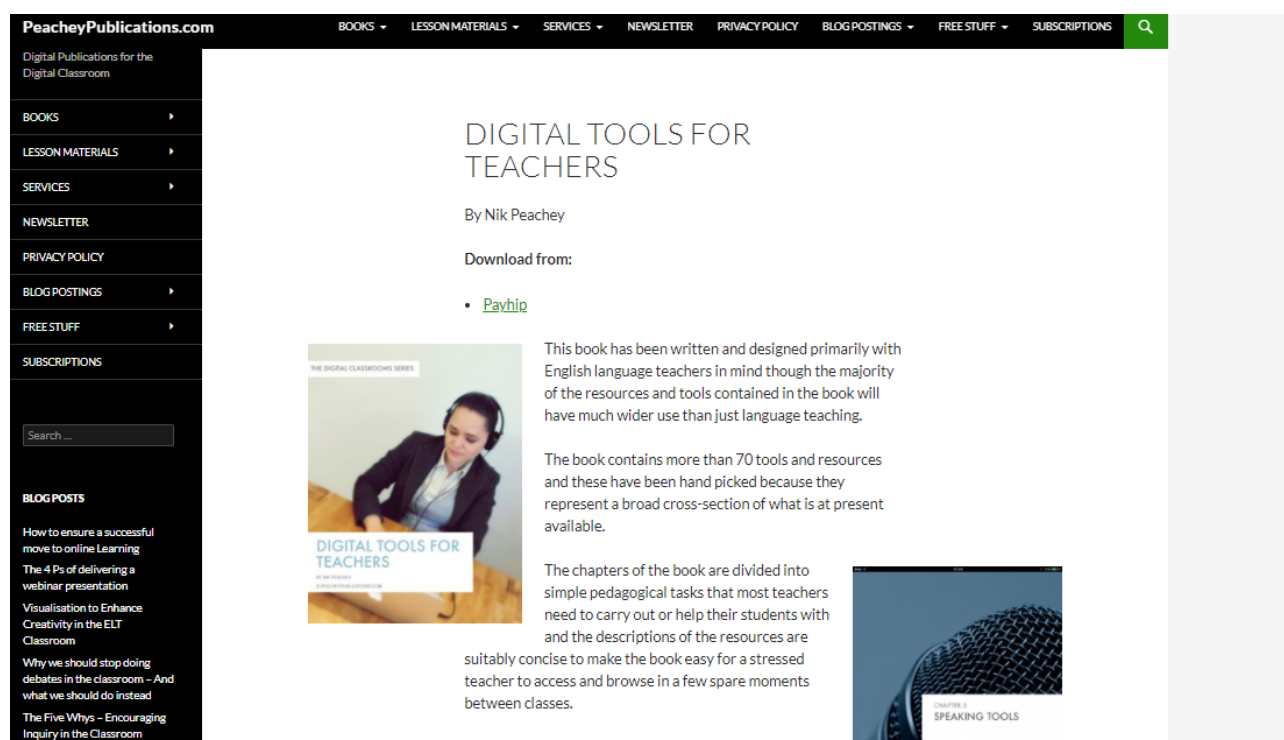
#### Summary of the results:

Media tool	Final points scored
Duolingo	15
Mondly	15
Babbel	12.5
BBC English	16
British Council (app and website)	16

Additional recommended digital resources:

- **Peachey Publications**

Peachey Publications is a website that is purely dedicated to the digital media resources for ELT. A range of available materials contains free online e-books on how to choose a digital media tool for a particular teaching or learning purpose, blog posts on how to improve teaching practises and a variety of lesson materials. Most of the content is free to consult and download, however there are also paid subscriptions that could be acquired.



- **Google Classroom**

Google Classroom is one of the most used digital tools by primary and secondary schools in Portugal. It became extremely popular during the quarantine of COVID-19 in the second quarter of 2020 when the traditional classroom lessons were substituted by online lessons. Google Classroom can be accessed from students and teachers personal gmail.com account.

It is a type of virtual classroom used by teachers to create online lessons and to share classwork and homework with students.<sup>19</sup>

- **IELTS Podcasts**

Although the IELTS Podcasts website's primary focus is to prepare the students for the IELTS exam, the website contains a good selection of learning materials that concentrate on the four main language skills: writing, listening, reading, and speaking and that may be easily incorporated into the school's curriculum.



IELTS Podcast also includes a free signup for their resources that could be sent by e-mail as per individual request.

---

<sup>19</sup> In Portugal, the Ministry of Education together with Porto Editora have allowed the use of a "Virtual School" ("Escola Virtual"), which is a platform similar to Google Classroom, but it is only available for public school system.

- **Zoom**



Zoom has become extremely popular among the academic community during this year, when the teachers and students had no possibility to attend classes in their respective institution. Although Zoom serves only for communication purposes and video/audio calls, it is the tool that saved the Portuguese educational system and allowed many students to still graduate this year.<sup>20</sup> I am currently using this tool to give one-to-one classes to my students and I can confirm that it serves its great purpose, because it allows for the conversion of the online lessons into an academic virtual reality. For example, the sharing screen option works as a replacement for the physical blackboard, whereas the chat can be used to share useful online links.

- **Hot Potatoes (software)**

---

<sup>20</sup> There were also other online video apps that were used during the lockdown, for example, Google Teams, Google Hangouts and Skype.



## **Hot Potatoes**

Hot Potatoes is a software mostly used for creating personalized exercises, for example multiple-choice, cloze tasks, quizzes and crosswords. Its primary advantage is that each teacher has a complete autonomy to navigate this tool, for example, create language learning material that is most suitable for a particular lesson. Hot Potatoes (currently available in version 7, as per 18/12/2020: <http://hotpot.uvic.ca/>) can be directly downloaded and installed to the desktop of your computer. Another advantage lies in a free usage of the software, as well as the chargeless update of the current version, in case it exists. For this, just select the “Options”-“Update Hot Potatoes” and you will be redirected to a browser page, where you need only to click on button in order to obtain the updated program.

## **Chapter V: Discussions**

Digital media tools serve as a primary auxiliary resource to use in ELT, which also contributes to a better communication between English teachers and students. This means that digital tools help in the L2 acquisition and facilitate language learning by providing modern innovative approaches towards teaching and learning a foreign language. In view of this, the goal is to prove that the recommended tools listed in this dissertation are compatible with the main arguments (research conclusions) of academic research works from different countries and, hence, can be fully or partially implemented into the context of modern ELT.

Recent studies in this field indicate that although digital multimedia tools are actively used in the modern teaching approach (in language teaching and learning), they have advantages and disadvantages that in a long-term can impact their relationship with educational system. The following discussion provides a more detailed analysis of the research studies data on the topic of multimedia and usage of digital tools in the context of ELT and L2 acquisition presented previously. Moreover, this section will help to prove the importance and necessity of such tools in the modern ELT.

Pun (2013) provides some advantages and disadvantages of the use of multimedia technology in class. Below is a brief overview of them.

### **Advantages of media tools**

- increase in student motivation;
- development of communicative competence, for example, the use of Power Point stimulates students' capacity to comprehend the language and "creates positive environment for the classroom activities such as group discussions, subject discussions and debates" (Pun, 2013, p. 32);
- widens students' knowledge about English culture;

- improved teaching efficiency;
- enhances integration among students and between teachers and students;
- creates a favourable environment for language teaching in the classroom
- and provides opportunities for English Teaching outside the classroom

(adapted from Pun, 2013, p.30-32)

### **Disadvantages of media tools**

- full dependence on multimedia: when teachers rely on digital tools as a primary mean in class, it could turn them into “slaves of multimedia technology” (Pun, 2013, p.34); they won’t be able to give enough professional attention to their students, who might get bored by seeing the teacher always behind his/her computer;
- lack of communication between teachers and students, which is partially connected to the previous point: with the use of computer-based tools, the students have limited time to develop their communicative abilities, as “the sound and image of multimedia technology affect the student’s initiative to think and speak” (Pun, 2013, p.34);
- lack of real-time teaching;
- loss of students’ logical thinking: “the use of multimedia technology in teaching makes the students understand the content easily, but their abstract thinking would be restricted and thereby their logical thinking would be faded away” (Pun, 2013, p.35);
- multimedia tools are quite expensive to use in class. Indeed, according to Pun, it’s “an expensive way of conducting language classes” (2013, p.35), and not all the schools/colleges can afford them. Very often the schools are also using very old and outdated software’s and computers that make the language teaching process even more challenging (adapted from Pun, 2013, p.33-35);
- class time might be wasted on helping students with technical difficulties rather than with the learning materials.

As we were able to observe, the use of multimedia in the classroom is encouraged, however, we cannot underestimate the importance of a balanced use of traditional methods along with



modern digital tools. Otherwise, teachers will only focus on one method, which would limit their teaching ability in class. And not forgetting the students, who are always impacted by the way the teachers expose their learning material. The key here is also to promote student's motivation and autonomy, which can be only achieved through a carefully planned use of media tools during the lesson.

In Saudi Arabia, the researchers provide a similar study that includes advantages and disadvantages of the use of social media in the classroom environment:

<b>Advantages</b>	<b>Disadvantages</b>
"enhance the relationships and interaction between students and faculty"	"Social media websites can make students isolated from peers and society"
"Increases students' motivation"	"can withdraw students' from other social involvement activities"
"higher level of anticipated motivation and affective learning of students"	Students' might have difficulties in maintaining the interpersonal relationships
"gives positive attitudes about course content and instructor"	Overusing social media can lead to stress, anxiety, depression, and other related health problems
	Could affect students' grades
	"can impact student self-concept, self-efficacy, and perceptions of their abilities in relation to technologies and college life"

Adapted from Allam and Elyas (2016, p.3).

To obtain the final results, the researchers made a survey involving 35 male and 40 female participants- 75 in total. All the participants work at two different Saudi Universities (2016, p.4). Here is a short demographic data regarding the participants:

<b>Gender</b>	<b>Male</b>	<b>Female</b>				
<b>Age</b>	35 25-30	40 31-36	37-32	43-49	50-56	>56
<b>Years of experience</b>	8 1-5 years 21	30 6-10 years 26	15 11-15 years 18	10 16-21 years 7	8 >20 years 3	4
<b>Highest qualification</b>	Bachelor's 16	Master's 46	Doctoral 9	Other 4		

The primary data collected from the surveys was divided in two parts: in the first part, the aim was to analyse the socio-cultural background of each of the participants, while the second part was composed of a 10 likert-scale statements where the responses were ranging from *Strongly Agree* to *Strongly Disagree*<sup>21</sup> (2016, p.4-5).

Here are some of the sample statements that were provided:

“I think social media does not have pedagogical value and should be used outside the EFL classroom only.

I believe that social media should be an essential part of the English language-teaching curriculum for university and college EFL learners.

I believe that social media is a very important in developing the writing skills of university and college EFL learners.

I believe that using social media to teach English in the EFL classroom may lead some students to misuse it during the lesson.

---

<sup>21</sup> Since the data collected from the study is enormous, I am going to provide only the information that is relevant for the context of this dissertation work.

I believe that using social media is fun and full of pedagogical values.

I believe that using social media in my EFL class can be time consuming.

I believe that using social media can lower students' anxiety toward writing in English.

I believe that social media is a highly motivating and entertaining way of teaching EFL, especially for university and college learners.

I believe that I cannot measure students' knowledge of English when I use social media applications in my EFL classes" (2016, p.6).

Based on this data I can conclude that although both studies feature different cultural contexts and countries, they contain similar research results which indicate that digital media tools are useful when used rationally, which means that in order to get the most efficient results teachers should not only be able to select the most appropriate digital tools for their language learners, but also be sufficiently digitally literate to operate them. In such circumstances, the applicability of the recommended tools is the most suitable decision: for example, apps like Duolingo and British Council, due to their easy and accessible structure, can be effortlessly operated by teachers and consequently integrated into the classroom lesson, which will contribute to active student's engagement and motivation, as well as provide the teachers with a modern approach towards ELT. One of the challenges lies in the adequate time division that should be always incorporated in the teachers plan. In this context, the best decision would be to include a specific time (around 10-15 min) that will allow to work on these digital tools during the lesson.

Another question is the cultural appropriateness of the digital media tools as in some countries certain topics could be simply banned from the school curriculum, for example, in Saudi Arabia. The solution here lies in a detailed pre-selection of a certain app or website, as in this case the teachers can ensure that no cultural shock would affect the student's relationship with the language learning process. In ELT, it is important to focus on digital tools that are adequate for specific purpose and for the target audience of students who assist the lesson.

Both studies conducted by Pun (2013) and Allam and Elyas (2016) also discuss the topic of communication between students and teachers, which, according to the researchers, could be negatively impacted by the use of digital tools and, especially, social media in the classroom. In the study conducted by Allam and Elyas (2016) teachers expressed their direct concerns regarding this problem, however they have also shown an open-minded mindset, that with time they might change their opinion regarding the use of multimedia tools in the classroom. On the other hand, Pun (2013) highlights the shortage of communication skills provoked by the “lack of real-time teaching” and the prevalence of computer-assisted tasks or tools. Indeed, the media tools could be very distracting, and without proper guidance the students could immerse themselves and lose control of their actions. Taking into consideration that the primary purpose of such media tools is to help and assist the students during the class or homework, the English language teachers should be aware enough to recognize and draw the boundaries between what can be beneficial and what can be harmful for the determined language teaching situation. Subsequently, some apps, like Mondly, Babbel and Duolingo, have an option of a “time-tracker”, which allows to choose the time spent on a particular set of exercises: in this way, it will contribute to a more productive teaching practise.

The study held by The Scottish Government in 2015 showed some positive results and evidence on the use of digital technologies in the educational context. The following table provides a summary on the extracted results along with the explanations of the evidence:

Thematic Area	Strength of evidence
<b>Raising attainment</b>	
General	Conclusive
Numeracy/mathematics [not relevant]	Conclusive
Literacy	Indicative
Science learning	Conclusive
<b>Tackling inequalities and promoting inclusion</b>	
Closing the gap in attainment between groups of learners	Indicative
Provide assistance to overcoming the challenges faced by some learners	Promising
<b>Improving transitions into employment</b>	

Improvements in employability skills and knowledge of career pathways	Promising
<b>Enhancing parental engagement</b>	
Improvements in communications with parents	Promising
<b>Improving the efficiency of the education system</b>	
Improvements in time efficiencies for teachers	Promising
<hr/>	
Summary of quality of evidence (p.42)	

‘conclusive’ indicates evidence that digital technologies can support educational needs; ‘indicative’ means that digital technologies can support educational attainment; ‘promising’ evidence indicates that “digital technologies can provide assistance overcoming the challenges faced by some learners; improvements in employability skills and knowledge of career pathways; improved communications with parents; and time efficiencies for teachers” (p.41-42).

The results of this study, which reveal close ties with the aims of my research, serve as mere proof of the importance of digital tools in the ELT, as well as confirming their usefulness for different aspects of social life, such as employment. In this way, for example, the language-specific apps and websites can help the younger students to acquire professional vocabulary needed for the job interview or help become familiar with the challenges that might arise after the graduation.

In the context of Turkey, the study divided the data into four categories to analyse general teachers’ opinion regarding the usage of media tools in their professional practise:

Major categories/subcategories	General teacher’s opinion
Pedagogical Considerations with respect to technology use in the EFL Instructions:	“The majority of the responses were favourable, indicating that technology use in the language teaching and learning process is not only beneficial, but necessary

<ul style="list-style-type: none"> <li>• Participants' general attitudes toward digital teaching tools</li> <li>• Perceived pedagogical advantages of digital technology</li> <li>• Perceived drawbacks of digital technology</li> </ul>	<p>to prepare students to deal with requirements of a modern society" (p.7).</p> <p>The participants also agreed that the use of digital teaching resources can positively impact the ELT process. "In terms of the pedagogical benefits of digital learning tools, the teachers generally expressed that technical resources were highly effective in increasing learners' attention, as argued by Brown (2001)" (p.8). While most of the responses were positive, when it comes to perceived drawbacks of digital technology, teachers lack the ability to monitor students, and a drop in student attention can negatively influence both ELT and English learning processes (p.9)</p>
<p>Attitudes concerning educational support for technology use:</p> <ul style="list-style-type: none"> <li>• Suitability of the current teaching program for the application of technological tools</li> <li>• Access to training opportunities</li> <li>• Administrative support for use of technology in the classroom</li> <li>• Availability and adequacy of digital teaching tools</li> </ul>	<ul style="list-style-type: none"> <li>- The availability of the digital teaching resources and the access to computer were considered as problematic;</li> <li>- Although teachers weren't offered an appropriate training, they did not see it as a major problem, because they were able to acquire necessary skills through their own efforts;</li> <li>- In the majority of cases, the administrative staff encouraged the use of digital technologies.</li> </ul>
<p>Perceptions concerning personal skills and knowledge with respect to digital teaching tools:</p>	<ul style="list-style-type: none"> <li>- The teachers expressed that they required skills to use digital tools in their practice.</li> </ul>

<ul style="list-style-type: none"> <li>• Experience with technology use in the classroom</li> <li>• Confidence in ability to use technology in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Overall confidence in using technology in the classroom.</li> </ul>
---	--

Adapted from Çelik and Aytın (2014), p.9-12.

This division permitted an in-depth analysis of the teachers' core values, as well as a juxtaposition with the usage of language-orientated apps and websites: essentially, what contributes to teachers' acceptance towards the modern media tools is directly related to the amount of support they are receiving from the part of their institution, hence the necessity to promote the digital technology use on a higher level. Overall, the Turkish English language teachers showed great knowledge and command of digital tools in ELT and expressed positive feedback. Although the results of this study are merely indicative and were used to investigate a small group of EL teachers in a particular cultural context, the outcomes can be confidently transported to the settings of the current research work as the goal here is to reflect on the usage of digital media tools in ELT in general.

To achieve my objectives with this dissertation, I engaged in a detailed investigation and analysis of the different studies that feature ELT and the use of digital media tools and/or technology in the classroom. I deliberately chose studies from different countries as it was important for me to track how the question of ELT and media tools has been developed through various cultural and educational contexts. By relating the data from the research studies and my critical reflection of the appropriateness of media tools in the context of ELT, I was able to conclude that most teachers are in favour of using digital media tools as a complement to their teaching practice. Moreover, the country's educational system and/or local institutions often encourage teachers to implement these tools into their teaching. Besides this, the goal was also to discover which digital tools can be acceptable by both teachers and students. Although the primary focus of my research work is ELT, it is important to take into consideration the language learners, because they can provide a valuable

feedback. Considering this, I decided to make a compilation of the most used digital tools among English L2 learners in Portugal and internationally. For this purpose, I chose the apps and websites that are positively characterized by the language learners, by using the Google Play rating. The findings provided a descriptive analysis for each of the elected digital tools along with their relation to the modern ELT and L2 acquisition. The following analysis confirms that most of the recommended digital tools can be used in the ELT, although some of them (such as Babbel) are more suitable for an informal language learning rather than teaching.

It is beyond the scope of this study to provide a more expansive research on *all* the available digital tools used in the context of ELT and, especially, the context of the Portuguese educational system, since it is more suitable for a larger research work. Nonetheless, the results of this study are still valid for the purpose of the current dissertation as I was able to answer the research questions stated in the beginning, as well as track the integration of the modern media tools into the ELT and L2 acquisition. Further research should accentuate a broader analysis of the digital media tools used in a specific cultural or institutional context.



## Chapter VI: Conclusions

With this dissertation work, I was able to track how digital media tools gradually entered the modern education system and ELT, as well as to analyse the importance of modern media tools in the English Language Teaching and L2 acquisition and, thus, reply to the research questions raised at the beginning of this dissertation:

- **How can media tools contribute to a more efficient ELT?**

According to Tilestone (2004), Pun (2013) and Bates (2015), nowadays digital media tools play a very important role in ELT, as they are using modalities that are most comfortable for the learners and also use research-based methods for teaching and learning (Tilestone, 2004, p.2). Media tools also create a real-time environment for the English Teaching and stimulate student's initiative (Pun, 2013, p.32), as well as provide a present-day teaching environment guided by multimedia (Bates, 2015, p.220-221). By implementing the digital tools into the classroom, teachers will be able to make their lessons more diverse, lively, and learner-centred, which will further contribute to an increase in motivation and interest from the student's part. A well-thought selection of media tools is a key to a more efficient ELT and L2 acquisition.

- **Which tools could be used to facilitate the second language learning in class?**

Kheryadi (2017) emphasizes the use of social media, such a WhatsApp as one of the useful tools for ELT. Bates (2015) also confirms that social media (YouTube, Twitter) have gradually entered the formal education which was caused by the technological boom that took place in the beginning of the XXI century. At the same time, Henry (2013) focuses on digital gaming as an efficient educational strategy to use in ELT.

Besides social media, there are a variety of apps and websites, such as the British Council, Cambridge University Press and others that were analysed in the chapter IV, and that contain updated and interesting content for both students and teachers.

- **Do media tools ease the acquisition of the four main language skills: reading, writing, speaking and listening?**

Media tools have proven to help in the acquisition of the four main language skills and, primarily, the communication skills (Pun, 2013). Moreover, they are also contributing to an intercultural environment in class and are crucial to develop the digital citizenship education as noted by Hockly (2011) and the Council of Europe. For a productive ELT process, it is advisable to choose more than one media tool that could be easily combined with the language lessons: in such a way, the students will feel more motivated and interested in the subject; it will also help them to acquire the four skills in a diverse class environment. On the other side, the teachers will get an opportunity to discover digital media tools that could challenge them professionally.

- **Are English language teachers open-minded towards new innovations and are they willing to change their daily routine to adapt to the new changes?**

The research studies discussed in chapter III indicate that most teachers have a positive opinion about incorporating multimedia into their English lessons (Kheyardi, 2017; Çelik and Aytın, 2014; Akayoğlu et.al., 2020; The Scottish Government, 2015). However, there is still a small percentage of teachers who prefer the traditional teaching methods and are not confident about including the digital media tools into the ELT (Allam and Elyas, 2016; Liu, 2010). Guided by a positive attitude towards new changes, these teachers believe that with time they will be able to incorporate media tools into their professional practise.

By comparing the research results of five different countries- Saudi Arabia, Indonesia, Turkey, China and Scotland- it was possible to suggest that the relationship between media tools and ELT also depends on a particular culture, as well as economical capabilities of the country. In stricter countries, such as Saudi Arabia, the use of media depends not only on the institution, but on the approval from much higher entities, even though the country fairs quite high up economically. In less developed countries, where the use of media tools is considered as progress for the local ELT, the use of these resources can be limited by the financial situation of the institutions. In Europe, in countries like Scotland and Portugal, the use of media tools is highly encouraged and founded by the local government, especially nowadays with the current pandemic situation, when most teaching is held online. In order to understand better the relationship between ELT and economic situation of a determined country, future research could address this particular question.

Based on these conclusions, the use of media tools should be adapted according to the local academic system, hence the adaptability of such tools would depend on their acceptance in a particular teaching environment. In light of this, in countries and institutions where media tools are more than welcomed, English language teachers could consider the recommended tools provided in chapter IV as a helpful resource for their professional teaching practice that can be also incorporated into the local school curriculum. On the other hand, teachers could also recommend these tools to their students to complement L2 acquisition in the classroom.

The use of digital media tools in the modern ELT and L2 acquisition is an important step that includes a lot of planning and responsibility from the governments, institutions, and English language teachers. By analysing research works from different backgrounds, I was able to conclude that in order to operate a certain media tool or technological device, a teacher should be digitally literate, which means that he/she will know how to choose the right tool and how to efficiently incorporate it into the teaching practise. A smart combination of digital literacies, digital media tools and modern technology will reinvent ELT, which in a long term would contribute to an effective and methodological English second language teaching and learning.

## **6.1. Final thoughts**

This dissertation has allowed me to further explore the importance of digital media tools and their connection to the ELT and L2 acquisition, as well as analyse a few of the available apps and websites that are useful for both teachers and students. I believe that the knowledge that I was able to transmit through this research work will be useful for many teachers and students in different countries of the world. Although, due to limitations, the current dissertation did not cover all the possible media tools that could be helpful, it served its purpose to provide teachers with a sample of digital media tools and technology that is mostly used nowadays. I am confident that each one of the teachers who reads this work will gain the necessary knowledge needed for his/her own teaching practise.

## Bibliography

(Referencing style: APA 6)

Ahmad, J. (2012). English Language Teaching (ELT) and Integration of Media Technology. *Procedia - Social and Behavioral Sciences*, 47, 924-929.

Akayoğlu, S., Müge Satar, H., Dikilitaş, K., Cirit, N., & Korkmazgil, S. (2020). Digital literacy practices of Turkish pre-service EFL teachers. *Australasian Journal of Educational Technology*, 36(1), 85-97.

Allam, M., & Elyas, T. (2016). Perceptions of Using Social Media as an ELT Tool among EFL Teachers in the Saudi Context. *English Language Teaching*, 9(7), 1-9.

Al-Mahrooqi, R., & Troudi, S. (2014). *Using technology in foreign language teaching* (1st ed.). Newcastle upon Tyne: Cambridge Scholars Publishing.

Alqahtani Mofareh, A. (2019). The Use of Technology in English Language Teaching. *Frontiers in Education Technology*, 2(3), 168-180. doi:10.22158/fet.v2n3p168.

Andujar, A. (2019). *Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning*. Hershey PA, USA: IGI Global.

Banafi, N. (n.d.). Explore Ways of Using Social Media Platforms in Teaching English Language: Literature Review. *ICT for Language Learning*. Retrieved September 19, 2020 from chrome

extension://ohfgljdgelakfkefopgklcohadegdpjf/https://conference.pixel-online.net/ICT4LL/files/ict4ll/ed0008/FP/1864-ETL1273-FP-ICT4LL8.pdf.

Bangs, P. & Cantos, P. (2004). What can Computer Assisted Language Learning Contribute to Foreign Language Pedagogy? *International Journal of English Studies*, 4(1), 221-239.

Bates, T. (2015). *A short history of educational technology*. In Teaching in Digital Age. Tony Bates Associates. Retrieved September 20, 2020 from

<https://opentextbc.ca/teachinginadigitalage/chapter/section-8-1-a-short-history-of-educational-technology/>.

Çelik, S., & Aytin, K. (2014). Teachers' Views on Digital Educational Tools in English Language Learning: Benefits and Challenges in the Turkish Context. *TESL-EJ: The Electronic Journal for English as a Second Language*, 18(2), 1-18.

Council of Europe (2019). *Digital citizenship education handbook [Brochure]*. Strasbourg.

Cotter, C. (2017). Discourse approaches. Language in use and the multidisciplinary advantage. In D. Ben-Aaron (Ed.), *The Routledge Handbook of Language and Media*. Routledge, pp.44-61.

Davydovskaia, O., Bourgeois, A. & Birch, P. (2019, October 04). *Digital education at school in Europe*. Eurydice report. Retrieved November 08, 2020 from <https://op.europa.eu/en/publication-detail/-/publication/8bc1dd11-e8ea-11e9-9c4e-01aa75ed71a1/language-en>.

*Evaluation and selection of online resources: A guide*. (2008). Charlottetown, Canada: Prince Edward Island.

Henry, A. (2013). Digital games and ELT: Bridging the authenticity gap. In E. Ushioda (Ed.). *International perspectives on motivation: Language learning and professional challenges*. Houndmills: Palgrave Macmillan, pp.133-155.

Gangaiamaran, R., & Pasypathi, M. (2007). Review on Use of Mobile Apps for Language Learning. *International Journal of Applied Engineering Research*, 12(21), 11242-11251.

Goldstein, B. (2011). *The digital image. Developing visual literacy in ELT*. Mextersol, Morelia.

Hafner, C. A., Chik, A., & Jones, R. H. (2015). Digital literacies and language learning. *Language Learning & Technology*, 19(3), 1–7. Retrieved from <http://llt.msu.edu/issues/october2015/commentary.pdf>.

*History of the BBC* (2020). Retrieved September 21, 2020 from <https://www.bbc.com/historyofthebbc/timelines/1920s>.

- Hockly, N. (2011). Digital literacies. *ELT Journal*.
- Hubbard, P. (2009). *Computer assisted language learning*. London: Routledge.
- Khan, I., Ayaz, M., & Faheem, M. (2016). The Role of Social Media in Development of English Language Vocabulary at University Level. *International Journal of Academic Research in Business and Social Sciences*, 6(12), 590-604. doi:10.6007/IJARBSS/v6-i12/2444.
- Kheryadi, K. (2017). *The implementation of "Whatsapp" as a media of English Language Teaching*. Loquen, 1-14. doi:10.32678/loquen.v10i2.685.
- Krakic, A., et.al. (2014). Seeing Is (Not) Believing – Teaching Media Literacy through ELT. Maribor, Slovenia, pp.130-134.
- Kukulska-Hulme, A. et.al. (2017). Mobile Learning Revolution: Implications for Language Pedagogy. In: Chapelle, Carol A. and Sauro, Shannon eds. *The Handbook of Technology and Second Language Teaching and Learning*. Oxford: Wiley & Sons, pp. 217–233.
- Lau, R.W.H., Yen, N.Y., Li, F. et al. (2014). Recent development in multimedia e-learning technologies. *World Wide Web* 17, 189–198. doi:10.1007/s11280-013-0206-8.
- Literature Review on the Impact of Digital Technology on Learning and Teaching* (Social Research Series) (2015). Edinburg: The Scottish Government.
- Liu, J. (2010). An Experimental Study on the Effectiveness of Multimedia in College English Teaching. *English Language Teaching*, 3(1), 191-194.
- Lyddon, P. A. (2016). *Mobile-assisted language learning and language learner autonomy*.
- Marandi, S.S. (2013). Computer assisted language learning. *The Handbook of Applied Linguistics in the Middle*. TESOL Arabia.
- Miangah, T., Nezarat, A. (2012). Mobile-Assisted Language Learning. *International Journal of Distributed and Parallel Systems (IJDPs)*, 3(1), 309-319. doi:10.5121/ijdp.2012.3126.

- Mohan, S.(2013). Instructional media for effective language teaching. *BEST: International Journal of Humanities, Arts, Medicine and Sciences*, 1(3), 81-84.
- Moradi, H.& Chen (2019). Digital Storytelling in Language Education. *Behavioral Science*, 9(147), 1-9. doi:10.3390/bs9120147.
- Motterman, G. (2011). *Developing language-learning materials with technology. Materials Development in Language Teaching ed.* Cambridge University Press.
- Papadima-Sophocleous, L. et.al. (Eds). *CALL communities and culture – short papers from EUROCALL 2016* (pp. 302-306). Research-publishing.net.  
<https://doi.org/10.14705/rpnet.2016.eurocall2016.579>.
- Pun, M. (2013). The use of multimedia technology in English Language Teaching: A global perspective. *Crossing the Border: International Journal of Interdisciplinary Studies*, 1(1), 29-38.
- Rahmi, R. (2014). The Implementation of Media in English Language Teaching. *Visipena Journal*, 5(1), 1-17.
- Seljan, S., Berger, N., Dovedan, Z. (2004). MIPRO 2004. In Computer-Assisted Language Learning (CALL) (pp. 1-5). *Opatija: Information Technology in Computer-Assisted Translation of Croatian and in e-Language Learning* (130-1300646-0909 Ministry of Science, Education and Sport) 2007-2013. Retrieved November 24, 2020 from [https://www.researchgate.net/publication/332268584\\_Computer-Assisted\\_Language\\_Learning\\_CALL](https://www.researchgate.net/publication/332268584_Computer-Assisted_Language_Learning_CALL).
- Taj, I. et.al. (2016). Impact of Mobile Assisted Language Learning (MALL) on EFL: A Meta-Analysis. *Advances in Language and Literary Studies*, 7(2), 76-83.  
doi:10.7575/aiac.all.v.7n.2p.76.
- Tilestone, D. W. (2004). *What every teacher should know about media and technology*. Thousand Oaks, California: Corwin Press.
- The use of media in English Language Teaching*. (1979). British Council.
- Whittingham, J., Huffman, S., Rickman, W., & Wiedmaier, C. (2013). *Technological Tools for the Literacy Classroom*. Hershey PA, USA: IGI Global.



Wong, L., Chai, C., & Aw, G. (2017). Seamless Language Learning: Second Language Learning with Social Media. *Media Education Research Journal, Comunicar, XXV*(50), 9-20. doi: <https://doi.org/10.3916/C50-2017-01>.

Yanar, M. & Tütüniş, B. (2016). The impact of mass media tools on EFL students' speaking skills case. *International Online Journal of Education and Teaching (IOJET)*, 3(1). 2-24.

Yuan, C., Wang, L., & Eagle, J. (2019). Empowering English Language Learners through Digital Literacies: Research, Complexities, and Implications. *Media and Communication*, 7(2), 128-136.

Zhen, Z. (2016). The use of multimedia in English Teaching. *US-China Foreign Language*, 14(3), 182-189. doi:10.17265/1539-8080/2016.03.002.

Zlatevska, J., Suman, D. (2017). Exploring 'New Worlds' through New Media in ELT classrooms. *Journal of NELTA*, 22(1-2), 103-109.

#### **Online websites:**

Agendaweb:

[www.agendaweb.org](http://www.agendaweb.org) [accessed 02.10.2020]

Babbel:

[www.pt.babbel.com](http://www.pt.babbel.com) [accessed 04.10.2020]

British Council:

<https://www.britishcouncil.hr/en/teach/free-resources> [accessed 29.09.2020]

Cambridge English. Resources for English Teachers:

<https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/general-english-resources/> [accessed 12.09.2020]

Duolingo:

[www.en.duolingo.com](http://www.en.duolingo.com) [accessed 04.10.2020]

EngVid:

[www.engvid.com](http://www.engvid.com) [accessed 01.10.2020]

Hot Potatoes:

[www.hotpot.uvic.ca](http://www.hotpot.uvic.ca) [accessed 18.12.2020]

IELTS Podcast:

[www.ieltspodcast.com](http://www.ieltspodcast.com) [accessed 06.10.2020]

Mondly:

[www.mondly.com](http://www.mondly.com) [accessed 04.10.2020]

Peachey Publications:

[www.peacheypublications.com/books/digital-tools-for-teachers](http://www.peacheypublications.com/books/digital-tools-for-teachers)[accessed 06.10.2020]

Perfect English Grammar:

<https://www.perfect-english-grammar.com> [accessed 01.10.2020]